

**MEDIA AS RESOURCE IN AN
OUTCOMES-BASED EDUCATION
CLASS**

1999

JENNIFER WINNIFRED MTHIMKHULU

**MEDIA AS RESOURCE IN AN OUTCOMES-
BASED EDUCATION CLASS**

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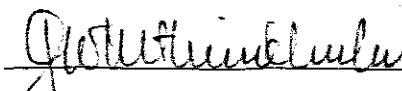
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J.W. Mthimkhulu

Esikhawini

January 1999

DECLARATION**MEDIA AS RESOURCE IN AN OUTCOMES-BASED EDUCATION
CLASS**

M. Ed. 1999

I, Jennifer Winnifred Mthimkhulu, do hereby declare that this dissertation which is submitted to the University of Zululand for the degree of Master of Education has not been previously submitted by me at any other university, that it represents my own work in conception and in execution and that all the sources that I have used and quoted have been indicated and acknowledged by means of complete reference.

Signed by me Jennifer Winnifred Mthimkhulu at Esikhalweni

on the 1st day of January 1999.

DEDICATION

To my late father and mother, Mr Wilfred Archie Mchunu and Albertina Nombuyiselo Mchunu, who more than any other human beings, not only made my success possible, but have brought honour and inspiration to whatever I do, even today.

SUMMARY

This study focused on the use of media as resource in an outcomes-based class (OBE). The research was conducted mainly in black schools. The researcher established that media could be used as an effective educational tool, for the new school curriculum. This study attempted to emphasise the fact that schools should be provided with both print and electronic media. It also tried to emphasise that rural schools should be taken into consideration, by improving the infrastructure and supplying them with media equipment and material. Of importance was the discussion of various critical outcomes and how media can make them practical.

The study showed that educators need support from education authorities, school management and parents. Further, educators need more workshops where they could be equipped with new teaching methods. This could motivate and inculcate confidence in educators. In order to have motivated and confident learners, we need dedicated educators. The

we need dedicated educators. The researcher looked into various media resources and few steps on how they can be employed were suggested.

The researcher looked at the new approach to teaching and learning, which is outcomes-based education. It was established that a learner-centred approach, group work and activity-based learning could be easier with the use of media. However, as has been mentioned above, in order to be successful an educator needs proper training. Since the researcher found that very few schools employed media for the effective implementation of OBE, it was suggested that parents, schools, NGO's, the government, the department of education and the private sector collaborate in order to devise mechanisms of making media available in schools. This collaboration would also help in the provision of infrastructure in schools as the available media will need to be kept in storerooms, strongrooms or locked classrooms and laboratories.

It emerged from this study that the future of OBE was bright as educators were given a chance of attending workshops and seminars by their school management(s). Of importance, however, is the suggestion that the government, parents, the

NGO's, the private sector and schools should assist in establishing more media centres that may help augment the work that is done by schools alone.

The researcher also found that there is a strong feeling that media have to be employed as early as the level of play and pre-primary schools. This is in line with the idea of activity-based learning which emphasises the fact that learning should be as concrete as possible. It also emerged from the study that the use of media can really help make the educator and the learner partners in the teaching-learning situation.

It became abundantly clear that when educators used media on outcomes-based education, and more importantly as facilitators, a culture of learning was enhanced. Undoubtedly, learners learn when learning was enjoyable and they found success in it.

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 INTRODUCTION

The apartheid system in South Africa grossly denied many people access to opportunities to gain information (knowledge), develop skills and attitudes or values. This was caused by inequalities, restrictions in education and training. There were different education systems for different racial groups.

The separation of education departments further promoted and exacerbated these inequities, inequalities, low standard of education and level of achievement among black schools in particular, as they had limited material, physical and financial resources and facilities as compared to white schools. This was worse with regard to teaching-learning media. Thus education could not be concretised especially among black schools. This caused a lot of inhibitions for the learning of black learners in particular.

This had far-reaching implications for their achievement and performance. In some instances it resulted in high failure rate, lack of motivation and interest to learn, etc. Equality with regard to distribution of resources was totally not there.

Regarding equality, Dekker and Lemmer (1993: 430) say that equality may be asserted in terms of the outcomes of schooling, a view that assumes that different groups or classes of the population should attain similar levels of achievement.

Consequently, outcomes of schooling were bound to be different because learners of different racial groups had not gone through similar or equal schooling system. White learners would perform better than those of other racial groups. At the end of their schooling career most of them tended to do sciences and vocational subjects while their black counterparts preferred academic subjects or liberal arts.

The emergence of the new education system necessitates that the position of media in schooling be considered seriously. Learners have to really experience their learning practically or concretely. When they see, hear, touch, taste, smell, they learn better. Their perceptual level is challenged and provoked. This also enhances creativity, creative imagination, originality, critical and lateral thinking. This study looks into the role of media as a resource within the context of a new education system which stresses the importance of outcomes, hence, outcomes-based education (OBE).

This OBE tends to be a total radical paradigm shift from the old education system or model that laid emphasis on content rather

than aims or objectives or outcomes. The emphasis is now on what learners will achieve at the end of their schooling career. However, even in the old education system the content could not be mastered well by both educators and learners as there were insufficient, inadequate or no learning media to effectively enhance or promote learning.

The new education system stresses that the learning situation should create the condition for developing a coherent, integrated, flexible learning system to redress the equitable distribution of resources in schools irrespective of race, creed, colour or gender. It must also deal with the inheritance of inequality and ensure the equitable and efficient sustainable system for all its learners.

The distribution of resources should take into consideration the fact that about half of South Africans live in poverty, in rural areas. Government Gazette (1996 vol.368:17) states that there is a need for an equitable school based formula approach. The resources that were used in black schools during the apartheid period did not challenge the learners' critical thinking. There has been therefore a need for change.

This has led to the introduction of a new curriculum (Curriculum 2005), which is the new education model that puts emphasis on outcomes, and introduces a life-long education system which is

learner-centred. It also puts the educator in a position of being a facilitator of learning. The new ministry of education has made this education available to everyone irrespective of age, gender, race, colour, religion, ability or language.

Curriculum 2005 is known as outcomes-based education (OBE). This outcomes-based education approach does not only aim at instilling knowledge, but also aims at developing the learner's critical thinking, skills, attitudes and understanding. The focus on OBE has given a concern about the competence which the learner should demonstrate, i.e. knowledge, skills and attitude, in order to contribute to the society and its economy.

Outcomes-based education is future-oriented. It focuses on broad role performance capability and the ability to do complex tasks in real settings that relate directly to life, therefore it is transformational. Spady (1993) gives another facet of outcomes-based education. He calls it transformational outcomes-based education. Obviously this tallies with general outcomes-based education in that the stress is put on outcomes i.e., what the learner will be after school. There is no doubt that outcomes-based education will cause most teachers to reconsider their methods of teaching, a shift from traditional to co-operative learning and also towards effective learning and teaching which is based on critical thinking. It is for this reason that the current

researcher has chosen to study “ media as resource in an outcomes-based education class”.

It is assumed that media as a resource in the class could give the learners the opportunity to develop all of the above. There is a variety of media resources, the focus here will be on print media (newspapers and magazines), and electronic media (radio, television and computers). These media resources could play a major role in the new approach to learning and teaching in order to achieve both specific and critical outcomes. The researcher does not, however, rule out the importance of other media resources. They can serve as stimulating support material in learning when used accordingly.

“Each media has its own way of making sense and meaning.” Bazalgette (1991). That is why the researcher pointed out that in the new education dispensation which is based on outcomes, media resource will play a pivotal role. Hence, a need has arisen to conduct a research on this theme (of media) in the context of its impact on OBE.

There is a general belief that media resource makes all learners to be actively involved in a lesson. It caters for all levels of intelligence i.e. even the shy and slow learners can actively participate in learning. The implementation of media resource is a

shift from a teacher-centred approach to a learner-centred approach. In the learner-centred approach the learner is not a passive recipient of information but a co-worker in the teaching-learning situation. The emphasis is on co-operative learning. The educator merely plays the role of a facilitator.

Due to backlogs in the education system, teachers need to be trained on how to make use of these media resources as effectively as they can in their teaching. It will give teachers an opportunities to use different approaches and a variety of methods of instruction to help each learner to learn effectively. Flexibility is encouraged, a teacher will have a choice in choosing media resource that will help in designing the learning activities in a more creative and innovative way.

The effective use of media resources will not only improve OBE effectiveness in the class, but will also prepare the learners to face some challenges of the changing South Africa as well as participating internationally. It is therefore important that a question be posed to whether media could be resourceful in an OBE class. The focus should also be on what would be the feelings of educators with regard to the use of media in an OBE class.

1.2 MOTIVATION

It has been mentioned that the South African education system has had major backlogs because of apartheid, this research on “media as a resource in an OBE class” will attempt to look into ways and means in which various media resources can contribute to the success of OBE.

The following are assumptions that media as resource has with regard to the importance of research for the country and the field of education, as a whole (and generally)

- (i) all children might have access to the same quality of education i.e. all schools should be supplied with media resources e.g. computers, televisions etc.
- (ii) OBE outcomes could be achieved through the implementation of media resources.
- (iii) the use of these resources will promote partnership and networking between schools and various human resources and supportive organisations.
- (iv) the approach will be learner-centred instead of being teacher-centred.
- (v) learning will be fun.
- (vi) the majority of disadvantaged learners will have access to stimulating and informative media resources.
- (vii) serious deficiencies and inequality directly affecting

educator's skills, the self image and the professional standing will be addressed.

- (viii) media implementation will create an environment where learners will be actively involved and they can work at their own pace.
- (ix) media resources can be used across the curriculum.
- (x) educators will receive training on how to make use of media resources in class.
- (xi) the educator has a greater direction for planning, he/she can make appropriate choices that are best for the learners in their situations and choices, that will help learners achieve these outcomes.
- (xiii) lack of media equipment and material in schools will be addressed.

Looking at the above assumptions one can, undoubtedly, say that a study of this nature is important. The national department and regional departments of education in South Africa are working hard towards transforming education. This also involves transforming the teaching-learning situation. Traditional methods of learning which are/were teacher-centred are now giving way to learner-centred and problem-centred approaches.

This then necessitates new supportive learning techniques that will

support the implementation of OBE. Studies prove that media utilisation has contributed positively to learning. It is therefore imperative to gauge the role that media can play in the new education dispensation.

classroom situation, i.e. the role of media resources within the ambit of the teaching-learning scenario. On a wider scale, the On a limited scale, the study of this nature concentrates on the study looks into the role of media resources in the entire education system. On a much ambitious level, the study attempts to look into the role of media and after effects for those who have completed schooling, and they find themselves in workplace situations. The researcher is not aware of any similar study that has been conducted in the new education dispensation in South Africa. It is hoped that a study of this nature will invoke renewed interest in media resources by educators, superintendents, area managers, regional and national departments of education. More feasibility studies (on the role of media in education) might be conducted. Teaching-learning techniques may also improve.

Limitations envisaged for the research

- (i) the supply of media resources to schools, especially expensive resources like computers and televisions.
- (ii) shortage of media trainers.

- (iii) poor infrastructure i.e. electricity for the use of computers, classrooms to be used as computer centres or media centres.

1.3 STATEMENT OF THE PROBLEM

Newfield (1993:69) in *Print Media Manual* (1996:69) says that media plays an important role, and that the question of media control and representation are of vital importance. Equally important is that we, as readers and viewers, reflect critically on what we see and hear. Prinsloo (1992) in *Print Media Manual* (1996:70) also argues that what is for us is to develop understanding of all media, particularly as we face enormous political changes in South Africa. She further says that it is important for us to put media awareness high on our educational agenda.

It has come to the attention of the Department of Education and other interested parties from media, that media can play a major role in education when implemented correctly. A dramatic reconstruction and transformation of education in South Africa need to take place.

As has been mentioned previously, inequality in the provision of education for different racial groups has grossly affected the

South African education system. This was evident in unequal financing, inadequate facilities and infrastructure. Media resources were among the facilities and materials that were totally lacking in black schools, especially in rural areas. This culminated in deterioration of a culture of learning and teaching.

Classen (1968: 491) maintains that in the democratic era, urgent calls for the restoration of a culture of learning and teaching have been made. Unfortunately, enthusiastic and ambitious calls for a culture of learning may become rhetoric if no provision of resources, material, financial, physical, etc., are not provided.

Sub - problems

This OBE approach requires that the learner should achieve certain specific and critical outcomes. These are general skills, competencies and values a learner should demonstrate. They are the intended learning results which must be visible and observable and they should be assessable. This has not been happening in the past. As this is a problem, the supportive role of media is, therefore essential.

Media resources require infrastructure (e.g. media centres) for its effective implementation in the classroom. Poor physical

resources in schools could be addressed when this kind of learning and teaching approach is introduced.

Teachers lack skills on how to teach using media in the class room, however the new approach to learning, (OBE), emphasises flexibility, the use of a variety of learning resources and different teaching methods in learning, therefore, for the proper and correct implementation of media resources, educators need to be equipped with methods and strategies of using media resources in class. Coutts (1996:16, 118) is of the opinion that the effective teacher is one who can bring about intended learning outcomes. All teachers must be life long learners.

Throughout their careers teachers should be at the very forefront of learning, developing their own knowledge about the world around them and the skills that will enable them to communicate this knowledge to many learners who will pass through their hands over the years. Certainly OBE educators will play a paramount role.

Rural schools have a problem of being neglected. They are not supplied with learning and teaching material and equipment. Through this research their problems could be solved and the possibilities of getting media resources as well as infrastructure could be made.

Speedy (Report No.5 (1993):3,4,27) maintains that classrooms and school buildings are adequate settings for developing and assessing its role performances. He further states that outcomes-based actually means practical reality, an outcomes is an actual demonstration in an authentic context.

What learners learn at school should link to real life situation. Hence, to make the classroom situation a place of reality, media has to be utilised. To achieve the desired outcomes media usage is really essential.

1.4 AIMS OF THE STUDY

The following are the aims of the study :

- Basic aims :

- (i) To investigate the role of media in an OBE class.
- (ii) To gauge the educators feelings on the role of media.

- General aims :

- (i) To investigate the impact of media resources on learning and teaching culture.
- (ii) To ascertain whether the use of media can concretise the learning situation.
- (iii) To investigate whether the use of media in education is in line with technological developments generally.

- (vi) To investigate the role of media in facilitating a child-centred learning scenario.
- (vii) To investigate ways of equipping educators with methods and strategies of implementing media resources.
- (viii) To assess whether the use of media resources enhance learner-teacher partnership.

1.5 FORMULATION OF THE HYPOTHESIS

- * The primary hypothesis for this dissertation is that “media as a resource can play a major role in improving the standard of education and in contributing towards effective learning in an outcomes-based education class (OBE).

Minor Hypothesis

- * Educators feel that media can be of resource in an OBE class.
- * It is also hypothesised that some primary and secondary schools are presently implementing the media resources.

1.6 DEFINITION OF TERMS /CONCEPTS

1.6.1 Media

It is an umbrella term for a variety of impersonal techniques to communicate collective contents to the masses at large without

any personal contact between a sender and a recipient. It includes radio, television, newspapers etc.

1.6.2 Outcomes Based Education (OBE)

Gulting et. al (1998:24) define outcomes-based education (OBE) as focusing and organising an education system around what is essential for all students to be able to succeed at the end of their learning experiences.

It is a model that reflects a paradigm shift from a content-based curriculum to an outcomes-based curriculum. It is a term used to imply that everything will be designed and organised around the intended outcomes, which a learner needs to demonstrate at the end of a learning programme. It is an approach that aims not only to increase the general knowledge of learners, but to develop their skills, critical thinking, attitudes and understanding. It focuses not only on what one learns, but also how one learns.

1.6.3 National Qualifications Framework (NQF)

It is the frame-work into which the government is trying to fit and organise all education and training. It is a national framework and a new approach to education and training that is organised by the South African Qualifications Authority (SAQA). It provides an

instrument for an integrated approach to education and training as well as equality assurance mechanism for an upgrading of the knowledge and skills of all South Africans. It is not just a framework into which things are to be fitted and organised, but it is also a collection of principles and methods that can be used to shape the framework that we want. This new structure will enable learners to move between learning environments and still have the learning they have achieved and recognised.

1.6.4 South African Qualifications Authority (SAQA)

SAQA is a board with 30 members, all from different sectors, such as the trade union movements, education and training providers, non-governmental organisations, business and industry. They are responsible for building an education and training system that establishes equality for all South Africans and that improves the quality of education and training. It has the power to set up and maintain the NQF.

1.6.5 Curriculum

It is considered to be one of building blocks of any education system and is often studied against the background of the education system or educational change as a whole. It is everything planned by educators, parents, education authorities and learners, which will help develop the learner. A curriculum is

influenced by the needs of the community. A curriculum is simply defined as a course to run.

1.6.6 Curriculum 2005

It is the National Department of Education new curriculum design, the new education and training system which introduces a life-long education system which is learner-centred. It is designed to promote the development of well-rounded individuals who are equipped to be responsible citizens of our democratic country.

Curriculum 2005 is based on an outcomes-based (OBE) approach to teaching and learning. It emphasises critical thinking, learner-educator activity, learner-centredness focus on intended outcomes/objectives and the educator as a facilitator.

1.6.7 Outcomes

Outcomes are designed by SAQA and are divided into critical and specific outcomes. Outcomes are openly stated and commonly known. They are results of a learning process and refer to what you know and can do. They are measurable targets that learners and educators need to attain. Learners are expected to show what they learnt in different ways. Outcomes must be able to be seen and heard. They are skills, knowledge and attitudes which a learner is expected to demonstrate. Outcomes are assessed in different ways.

1.6.8 Critical Outcomes

These are life-long outcomes for all learners. OBE has 12 critical outcomes which are designed by the SAQA and apply to all the learning areas. A term that is used to describe generic, cross-curricular learning outcomes. These cross-field outcomes are broad. These permeate all learning and teaching and refer to the general things learners can do and understand, which matters in all learning areas, e.g. problem solving and communicating. Critical outcomes are central of all learning and teaching in South African schools. The first seven critical outcomes are skills and knowledge based, and the last five are more to do with attitudes.

1.6.9 Specific Outcomes

They refer to the specific knowledge, attitudes and understanding which should be displayed in a particular context. A term is used to describe learning outcomes specified for individual areas, e.g., of learning at different levels of complexity. It refers to special skills, knowledge, attitudes and understanding in a particular context. For instance, a specific unit standard/focus or a job as well as broader areas of experience such as community development. Through sixty six specific outcomes which are developed in the eight learning areas, critical outcomes are attained.

1.6.10 OBE Assessment

It is the process of measuring what the learner understands, knows and can do. It is a process concerned with gathering of information in order to identify strengths and weaknesses. It tests skills, attitudes and knowledge. It is a way of recording progress. It is ongoing, a learner's progress is monitored continuously. It is integral to teaching and learning. It should match the outcome, and should directly and perfectly reflect the outcome that has been determined. Assessment should thus mirror the outcome. Both the teacher and the learner are able to determine whether outcomes have been achieved.

1.6.11 Competence

“The capacity for continuing performance within specified ranges and contexts resulting from the integration of a number of specified outcomes”. (Interim policy for ECD, 1998:1). This is demonstrated when learners are able to combine the use of skills, information and understanding which is necessary to a particular learning situation, with critical outcomes at a required level of performance. The recognition of competence in this sense is the awarding of a qualification.

1.6.12 An Educator/Teacher

van Schalkwyk (1988:34) defines an educator/teacher as a person through whose influence learning is effected . An educator must be registered as a professional educator and should have educative teaching as his profession.

1.6.13 Learner

A learner is an educand who must learn through intentional, conscious, active, purposeful, willing involvement in his/her education.

1.6.14 Class

For the purpose of this study a class would refer to a group of learners who have to be taught by an educator who is pedagogically qualified to execute his/her professional tasks. Further, a class in this case denotes no distinctive grouping of learners.

1.6.15 Resource

A resource is a means to achieve an end result. It could be an equipment or a material that is utilised as an aid to assist in achieving an outcome.

1.6.16 Learner-Centred Approach

The learner is the focus. Learners are exposed to a variety of activities, they explore and are totally engaged, they fully participate in the lesson. Learners play an active role. Learners take responsibility of their learning by being actively involved in research, debate and experiments. Media resource promotes hands-on tasks. There is less teacher talk and more activity-based learning.

1.6.17 Teacher-Centred Approach

The teacher plays an active role as a distributor or transmitter of knowledge. Teachers often lecture to impart information. Learners are passive, a teacher is responsible for delivering information and knowledge. The teacher dictates without taking into consideration different levels of ability of learners.

1.6.18 Content-Based Learning

The lesson or activity is concerned with the understanding of knowledge only. Teaching is confined to a classroom base, there is little focus on creative expression. The emphasis is on memory, practice and rote learning.

1.6.19 Facilitator

A crucial role performed by the teacher in making learners to work effectively and ensure that meaningful learning takes place. The teacher encourages, guides, and monitors progress. He/she does not dominate the class. A facilitator will encourage activity-based learning.

1.6.20 Versatile

Capable of dealing with many subjects, or having many uses. Media resources could be used across the curriculum. They are versatile in the sense that they can be used for various subjects.

1.6.21 Infrastructure

The basic structural foundations of a society or enterprise, e.g. buildings, apparatus, media, etc. In this study the word infrastructure will be used to refer to all movable and immovable media resources.

1.6.22 Method

Special form of procedure, orderliness in arrangement of ideas, technique of acting.

1.5 METHODOLOGY AND METHOD OF CONDUCTING THE STUDY AND DATA PROCESSING

A. PROCEDURE OF COLLECTING INFORMATION OR DATA

Data was collected by interacting with selected persons in their setting and by obtaining relevant documents. In this research information was collected from educators, media people, department of education superintendents, learners and other relevant parties.

Data collection strategies :

(i) Observation:

There was an interactive or participant observation. This included observations of what occur in the field e.g. behaviour. People were observed in their natural surroundings.

(ii) Interviews:

Open-response questions to obtain data of participant meaning was done.

(iii) Documents collection:

This describes people's experience, knowledge, action and values e.g. official documents and personal documents.

- * The past and recent past selected sources were described and interpreted.
- * Questions were prepared to collect data from educators and media people. These were both open-ended and closed-ended questions.

Statistical results were presented with numbers. The responses of educators which were collected through questionnaires were analysed by means of a computer and were then interpreted accordingly.

Analysis and Interpretation of data Collected through Interviews.

Data from participants was analysed and interpreted accordingly.

1.8 SUMMARY OF CHAPTERS

Chapter One

This chapter contains the general introduction and orientation to the problem. It is the general outline of the dissertation. It consists of the motivation to the study, the statement of the problem, the aims of the study, the explanation of terms or

concepts, the methods of conducting the study and analysis of data.

Chapter Two

This chapter discusses some theoretical background on media in education and its relevance to outcomes-based education. It focuses on the philosophical views and some schools of thought on the role of media in schooling.

Chapter Three

This chapter shows some forms of media resources and their relevance to OBE e.g. print, radio, television, computers.

Chapter Four

Chapter four discusses the research design and the method of research that is used in the study. Research tools are also discussed.

Chapter Five

This chapter gives the tabling, analysis and interpretation of data.

Chapter Six

This chapter contains the research findings, recommendations, conclusion and bibliography.

1.9 CONCLUSION

This chapter focused on the past apartheid education system. That system promoted inequalities, and low standards of education in South Africa.

This would take place through the implementation of outcomes-based education, which would bring about a drastic transformation of the current system. Media as a learning resource will contribute to the successful implementation of OBE.

This chapter looked into the statement of the problem, motivation for the study, aims, definition of terms, the proposed methodology of investigation analysis and interpretation of data. The next chapter will look at some opinions of some schools of thought on the role of media. The role of a facilitator in an OBE class will be investigated. It will further look at a learner-centred approach that is effected by a facilitator in an OBE class.

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CHAPTER TWO

SOME THEORETICAL BACKGROUND ON MEDIA IN EDUCATION AND THEIR RELEVANCE TO OBE

2.1 INTRODUCTION

The previous chapter focused on the general introduction and orientation to the problem. It also looked at the statement of the problem and aims of study. Chapter one gave a general outline of the subject. It posed a question as to why media should be utilised as resource in an OBE class. There thus is a need to follow-up on this by investigating media theoretical background in education and its relevance to OBE. Some views of certain schools of thought, certain critical outcomes, media and learner-centredness and the role of the educator in the use of media, are discussed.

Philosophers have always tried to discover many aspects, attempting to clarify and answer questions that people raise. They have also tried to come up with truths using deductive and inductive methods. Furthermore, they have tried to give meaning to questions raised and they have also pointed out the implications of their answers to the entire human co-existence.

Many thinkers in different fields have drawn on their experiences as educators and have also endeavoured to transfer their knowledge and techniques to others. It is exciting to see that the

educational phenomenon is one of the powerful stimulus to philosophical thought. Philosophers have always meditated on issues affecting education as a phenomenon. They have shown interest in thought progression and this has had implications for changes in life as a whole. It is now amazing that their discoveries drawn from the experiences as educators, as well as their beliefs have influenced and made a strong impact in nowadays' education systems. In this chapter the researcher wants to show how these philosophical ideas continue to have relevance for education at present. These philosophical views or epochs are viewed or studied in relation to media in education and their implicit or explicit relevance to OBE.

Philosophers in education studied the role of media in education, as well as the ways in which media can be used effectively in the classroom. As it was mentioned in chapter one that OBE tends to be a total radical paradigm shift from the traditional teaching and learning method, OBE has its basic assumption, the importance of life-long learning. This notion refers to all citizens, that they should have a desire and ability to continue to learn, to apply and develop new skills, knowledge and attitudes. Media utilisation can ensure the educator that learners will play a meaningful role in society as adults, and be life-long media users.

Gulting (1998 : 4) believes that learners should be provided with positive learning experience in order that they become motivated. He continues, to say that learners should be encouraged to reflect on their own learning progress and to develop the skills and strategies needed to study through multi-media programmes.

Media resources can contribute towards positive learning experiences as they offer the individual learner an opportunity to develop to his/her full potential. This can be achieved through satisfying personal and individual interests and needs. Efficient use of learning resources often requires special motivation, guidance and assistance. Gulting (1997: 45).

It was mentioned previously that the separation of departments (according to racial groups) promoted and exacerbated inequities and inequalities. Most black schools have limited physical infrastructure, therefore they will need to remodel their existing facilities in order to meet the new demands and needs of the technological era for effective learning and teaching. This challenge calls for media educators and the learners to be creative and try to solve the above problems in the best possible way, to create a cheerful, yet functional atmosphere in converted facilities by, keeping the media material and equipment safe and tidy .

2.2 PHILOSOPHICAL VIEWS AND THEORY ON THE ROLE OF MEDIA

Griesel and Obelholzer (1994:18) observe that in the past teaching was almost exclusively intellectual in its approach, but modern methods are directed at a wide variety of activities in the child's existence and school syllabuses make due provision for this. Traditionally, learners were taught in a conventional 'teacher-talk' style, there was too much rote learning. Learners were not taught how they could solve problems, but were taught and assessed on how well they could recall the specified learned material.

The main purpose of the syllabus was to prepare school-leavers for possible admission to tertiary-level study. The syllabus listed some content description and sets of objectives directed to a teacher's teaching, and usually described intentions which teachers hoped to apply in their teaching. The new Curriculum 2005 which is based on an outcomes based (OBE) approach to teaching and learning turns this traditional design almost on its head. It acknowledges the intellectual (knowledge) development of a child and further stresses the importance of skills and attitude development. This is developed when a child is exposed to a wide variety of activities. Multi-media resources are able to perform the above. Spady, (Report No.5) also emphasises the use

of a wide variety of activities by saying that expanded opportunity should be provided where learners are given practical support for learning success.

Media resources are mostly used as practical resources and they give each learner an opportunity to practise and to do a task in a number of ways. Some advantages of using media in the classroom is that it aims to orientate learners to the information-based environment in which they live by developing their media-user skills. It is vital that the learner be able to use a variety of media in order to find information he/she will need in future, thus working towards achieving the critical outcomes which are life-long.

The introduction of outcomes-based education has made a strong influence on the nature of teaching and learning. Learning programmes are designed to provide a range of learning possibilities, offering learners opportunities in choosing what, where, when and how to learn. Learning programmes for each learning area are broad and flexible. For each learning programme the educator has to take into account both critical and specific outcomes. These are clear learning results that learners should demonstrate at the end of significant learning experience and only help complement the needs of the learners.

Curtis (1977: 272) cites Rousseau as saying that learners should be taught what they are to practise when they come to be men, not what they ought to forget. This is in line with one of OBE slogans which says, "tell me and I forget, teach me and I remember, involve me and I learn." As has been previously stated, OBE is a life-long learning. It is therefore important that learning which occurs daily at school should try to work towards achieving certain critical outcomes. Gulting et. al (1998:10) say that education and training must aim, therefore, to develop in all learners irrespective of age, race, geographical location, or gender, the critical outcomes accepted as appropriate for South African education and training system. OBE outcomes are clearly defined and should be attained by each learner. As Gulting observes that, it does not matter whether you are old or young, white or black, from rural or urban, female or man, one is entitled to these outcomes. The researcher looks into some of the critical outcomes and how the use of media resources can work towards achieving them.

These critical outcomes are taken from "Outcomes-Based Education" by H. Van Der Horst and R. McDonald (1998:49-50).

2.2.1 Critical Outcome 1

* Work effectively with others as members of a team group, organisation and community.

“Dewey conceived of education as a social process by which the immature members of the group, especially children, are brought to participate in a group life”. Ornstein and Levine (1993:138)

For many years classroom practise was dominated by a teacher standing in front of a class. There was a chalk and talk mode of teaching. Media activities promote a socialisation process. Learners are seldom alone in the media centre. They gain a better understanding of one another. Learners are encouraged to use media facilities in harmony with other learners. The school is partially responsible for educating learners to live with one another.

Gulting et.al (1998:32) maintain that effective working teams can collectively discover and solve significant problems, and work successfully with others and get their potential solutions implemented. Gulting et.al (1998) see working together as a development of co-operative learning where learners can work together as a team to discover and to solve problems. Well prepared media activities encourage team work and challenge

learner's thinking. The group may have different opinions to a problem because of their uniqueness, however, when team spirit has been properly cultivated, learners will come up with a solution to that particular problem as a team. Everyone in a group will be happy about the decision taken.

2.2.2 Critical Outcome No. 2

* Collect, analyse, organise and critically evaluate information.

Vink et.al (1993:105) emphasise the fact that there should be an evaluation of information and a mechanism of making sure that it is correct by consulting more than one source. Learners can collect information from different media resources i.e. they can follow the same story from the newspaper, radio, and TV. They may analyse the information that has been collected from these different sources. They can compare the information during this stage using critical thinking. They can identify truth, try to identify facts and opinions. Learners can then organise the information in the way that it makes sense and gives meaning to the next person. They can also sequence facts or opinions. An organised summary to a story can be written. At the end learners can critically evaluate all the information that they came up with.

As learners grow they will easily demonstrate this critical outcome. They will not take things as they have heard or read them and give conclusions. They will, however, critically analyse, organise and evaluate information. This is important for a classroom situation. It is socially, economically, politically and spiritually relevant too.

It is important to note that through this critical outcome and proper use of media we may find that we have a society of critical and lateral thinkers. This is what the world as a whole needs desperately. Critical and creative thinkers can constructively shape and model the world and add more meaning to life as a whole in many ways.

2.2.3 Critical Outcome No. 3

* Communicate effectively using visual, mathematical, and language skills in the modes of oral and/or written presentation.

Media is a tool for communication. Media resources can make good communicators who can reveal what and how they feel and think. Poor communication can only get part of the message across, which leads to misunderstanding and misinterpretation. Media can help towards achieving the four basic communication

skills which are reading, listening, writing and speaking and many other life skills.

To make few examples :

- A reading skill can be developed by using newspapers and magazines. Learners have a lot to read. There are many interesting stories for children and youth. They can also develop their scanning and skimming skills.

- Audio media e.g. a radio can easily develop a listening skill. Their concentration skill will also be developed. They are able to listen to people they communicate with.

- A speaking skill is developed when learners are given a chance to talk about what they have read in the print media or have watched from an audio visual aid (TV), or what they have heard over the radio. An educator can develop a number of activities that will make learners speak.

- Learners can write what they have heard or seen from media. Different writing activities that prepare learners for future writing skills can be done e.g. using the classified section of a newspaper to apply for a job. Learners can also create a story about a picture, thereby learning to be creative.

2.2.4 Critical Outcome No. 4

* Identify and solve problems and make decisions using critical and creative thinking.

Every picture tells a story. Learners can identify things in the picture. They analyse a picture using their critical and creative thinking in order to give meaning. They can also read a story in a newspaper and in their groups, try to identify the problem. They brainstorm their ideas in order to produce possible solutions to a problem. Learners should learn to make a choice between two or more solutions to a problem. They should be able to distinguish between simple and complex solutions. As they grow older they will learn that a problem is natural and that by using their critical and creative thinking skills, a problem is easily solved and managed.

Although some resources were not used in education some years back, philosophical ideas and opinions are relevant to modern learning aids that are now being introduced in schools. Their suggested methods of teaching are relevant modern ways of learning. They cannot be overlooked, they should serve as a base for our education and training transformation. We should build on them. OBE suggests that an educator should use the background

knowledge of a learner when introducing the new lesson. An educator should find out what the learners know about the topic he/she is about to introduce. From there he/she adds to what learners already know. That is moving from the known to the unknown. We are also moving from what other philosophers have discovered and clarified. There is no doubt that a scrutiny of philosophical views implicitly or explicitly display that there is a closely-knit relationship between media usage and what some past educators have postulated. It is therefore incumbent upon the current researcher to look into this relationship.

2.3 SOME SCHOOLS OF THOUGHT: THEIR OPINIONS ON THE ROLE OF MEDIA IN SCHOOLING

Schools of thought came out with different opinions as to how learning should take place. These views have had an invaluable input in education as a whole. A few schools of thought will be discussed. Their effect on the teaching-learning situation and implications for OBE will be surveyed.

2.3.1 Pragmatism

Pragmatism or experimentalist philosophy is based on change and the reconstruction of experience. Children are seen as dynamic beings, they are changing beings; who continuously reconstruct experience. As they interact with the physical and social environment, their personal and social experiences are reconstructed and learning occurs. For a pragmatist, education is an experimental process, learners learn by doing. Learners interact with the world around them. Pragmatists prepare the learner for life.

Ozmon and Carver (1995: 152) maintain that pragmatists have rejected the tendency of traditional approaches to curriculum in which knowledge is separated from experience and is fragmented to compartmentalisation. Education is a cumulative growth. Learners are free to grow and are free to promote their own growth. This does not mean that they are free to do whatever pleases them, but are free to do what yields to the achievement of outcomes.

Pragmatists favour a learner who grows independently and in freedom. The learner in the media lesson is free to interact with

others and to make a choice when a decision is to be made, In order to develop all potentialities, an individual may need experience for future growth. Features of education are activities whereby learner's experiences are reorganised and whereby a process of cumulative growth can be best served by a project method. Media equipment needs that an educator organises his/her class in a way that will be conducive learning. Pragmatists like a

functional school building with movable furniture, and that is how they believe a media school should be.

A pragmatic approach introduces a practical problem-solving style of learning. Media activities are thus designed to develop learners' critical and creative thinking in order to solve problems. Real-life situations encourage a problem-solving ability. It makes learning interesting when learners solve problems using stories which are found in newspapers, TV's or radios. The school is a place where learners should be prepared to cope with problems in real life situations.

Pragmatists prefer flexible methods to teaching, for they maintain that there is no single way to educate children. Educators are encouraged to use various methods when teaching. Learners are unique, they learn differently and at different paces. Pragmatists

adhere to action-oriented education. Learners are given a chance to act. Media resources keep learners in action. It is therefore important that media material prepared is appropriate for the development and intellectual levels of learners. This inspires and motivates learners to learn.

2.3.2 Progressivism

Ozman and Craver (1995:190) state that progressivism argued against traditional school practices that stress mindless routine, rote memorisation, and authoritarian classroom management styles. Progressivists advocate a shift from traditional schooling and they work towards transformational schooling. The introduction of different media resources in schools, especially those for blacks, is one step forward towards transforming education in South Africa. This is emphasised by progressivists who stress a need for change in order that an individual and society can be made better.

It condemns the exclusive reliance on bookish methods of instruction. It is opposed to abstract philosophies where the emphasis is more on knowing than on doing. It has been realised that not only textbooks should be a learner's aids. They say that a learner's interest is important. Learning aids should vary to stimulate the learner's interest. That serves to explain why they

condemn the exclusive reliance on bookish methods of instruction or on the textbook. The learner should be liberated from traditional emphasis on rote learning, lesson recitation and textbook.

2.3.3 Reconstructionism

Ozman and Craver (1995: 182) maintain that as future children grow up, they may receive more of their education at home through various media, such as computer, television, tapes, radio. Reconstructionism emphasises the need to change. The introduction of various media can bring about change, as we are trying to attain certain outcomes. For most South Africans the school is a place where they can be able to learn using media resources. It was pointed out in chapter one that South Africa is in a transformational process. The country as a whole is trying to redress the imbalances of the past and this is also the case in education as well. There are homes, especially for whites which have media resources for their children to use. Children should be allowed for extended learning periods, it may be one to two hours after school to stay behind and use media resources. At the same time this is an encouragement that parents who can afford should buy some media resources for their children to use at home.

The reconstructionist approach stresses that educators should prepare children for the future. It is thus important that life skills be developed. Media is therefore the best alternative. They should develop some material and give projects where learners examine possible real-life situations, that is why reconstructionists see the school changes in a way that would contribute to a new and better society. Learners can be prepared to face the world around them at an early stage. Even a drop-out can fit in that particular society because he/she will be able to earn a living.

Reconstructionism focuses on the fact that there should be a link between the school and the home. This will make parents understand their learners' needs. They will contribute to the school by taking old newspapers to school, buy pritt for pasting pictures, etc. Educators are viewed as beings who should explore new possibilities through action. This means that an educator should be active, see alternatives to his/her methods of teaching.

They have to strive toward achieving the goals as well as learners' achieving the desired outcomes. That is why reconstructionism is said to be flexible. It emphasises the "do" or "action" in certain instances although not in a manner pragmatism does. Educators are no longer transmitters of knowledge, and learners are also no longer passive recipients. Learners play an active role by being creative, analytical and critical in making decisions.

2.3.4 Synthesis

These schools of thoughts agree on a number of aspects. They view an educator as a guide to the learner. He/she is not a transmitter of knowledge. He/she has to motivate learners to learn. He/she encourages learners to work independently. Activity-oriented approach should be used, where learners are encouraged to participate fully. They see the learner as the focus of learning. All learning should be designed taking into consideration the learner's background, needs and interests. Learning should focus on a child as a learner. Learners should be encouraged to work in groups in order to develop both personal and interpersonal skills. Learners are not passive, but are actively involved in the lesson because as children they are active. The school is seen as a place where learners are free to experiment, play and to express themselves. They are against the traditional approach to learning where a school is an authoritative place.

They are opposed to traditional methods where rote learning and memorisation are encouraged. They want the educator to use a variety of methods that will inspire and motivate learners to learn. They prefer flexible methods that can be used in various ways.

2.4 MEDIA AND THE ROLE OF THE TEACHER

Ornstein and Levine (1987: 470) maintain that a pragmatist educator does not attempt to dominate learning but seeks to guide it by acting as a director or facilitator of the students' research. In an OBE class, a facilitator's function is to create opportunities for guided self-discovery, meaning, meeting learners at their level, and leading them towards completing a task at hand. The facilitator is the guide. Educators will no longer feel the pressure of having to be sources of all knowledge. Educators must see themselves as "facilitators", not teachers, i.e. an educator's job is to provide fertile learning environments, not simple answers. The role of an educator will be both learner-centred in his/her teaching method, and more participative, in his/her management style.

Ornstein and Levine (1987:146) further contend that educators should provide a setting for appropriate interactions between children and their environment. An educator gives initial input, adds to unknown and provides feedback and assessment. The educator guides learners as they are involved in the activity. He/she renders help by going round to each group and provides support until he/she senses the need to call everybody back together for specific teaching or to share something that one particular group has discovered or achieved.

Ornstein and Levine (1987:474) further contend that progressive educators who follow an experimentalist philosophical orientation generally incorporate problem solving, projects, group work and activities into their instructional methodology and classroom style.

The educator prepares stimulating media activities. He/she structures the learner's learning so that they are all engaged in their work. The activity should fit into the learner's experience. The activity should be challenging and be able to develop a number of skills e.g. problem solving, analysing, interpretation and predicting. It is therefore vital that the educator is clear as to what media resource will be relevant for a certain task, and the supporting learning aids that will be needed in order to complete a task e.g. dictionary or reference book. The educator has to allow for individual, pair and group work depending on the task she/he has prepared for the learners.

Educators must begin to introduce group work into their lessons. They have to take into consideration the learner's abilities, interests, needs and gender. The educator has to allow enough time for all the learners to participate in such a way that they all develop understanding skills. It is then important that the topic is appropriate for a particular group of learners, if possible the topic has to be wide enough for the group to have a choice as to what

media resource a group can utilise to complete the task, to appeal to varying interests and levels of ability and perhaps both sexes (boys and girls).

The educator should be able to plan the time for the completion of each task. The length of the activity should match the learner's ability. He/she has to check e.g. that the newspaper contains the information that is needed for the completion of the activity. He/she plans and identifies and lists the material and resources that will be required before giving the task to the learners.

The educator has to make the learners aware of the outcomes that he/she wants them to achieve out of the activity. OBE requires educators to focus on the outcomes of education rather than merely teaching information. The educator should explain the assessment criteria to the learners. OBE says that teachers must continually assess their own and their learners' progress; therefore assessment will help both the educator and the learner to identify their strengths and weaknesses.

Assessment tells the educator how effective his/her teaching has been, how effective the resources have been and how effective he/she has managed the learning process. Media resource e.g.

computer makes it easy for the learner to do self-assessment. The learner easily identifies the keys he/she cannot work with in the computer in order to complete the task. Group assessment is also easy as each group can assess its achievement by matching its results with the predicted outcome, the educator keeps an overview of pupils' competence and progress.

The use of media resource creates a lively and enjoyable learning environment. Learners learn best when their curiosity is stimulated. Media resources are enjoyable and make learners to be eager to learn. Learners learn best when they are interested in what they are doing and enjoying themselves.

The educator is the manager of the class. He/she should make sure that life skills are developed e.g. tolerance, respect in the class e.g. it is not always possible to have enough computers for each learner, therefore when a learner or a group is using a computer they should come in turns. The educator should establish ground rules, in other words, the educator has to be clear about the desired outcomes, break them down into measurable performance criteria. The educator has to discuss what he/she wants to achieve with the learners, why he/she is managing the class in a particular way, learners are then likely to be motivated. Learners will develop a sense of responsibility for all media resources in their class. Educators should think about the physical arrangement of desks and chairs in the room. They must make sure that

classroom arrangement is conducive to team-work and the easy sharing of ideas amongst learners. There should be enough space to allow learners as well as the educator to move from one group to another. Educators have to understand each learner. They have to appreciate individual learners' different rates and sequences of development every step of the way.

2.5 MEDIA AND CHILD-CENTREDNESS

There is an urgent need to prepare learners effectively to participate and function confidently in the context of a changing world. Learners need to be prepared for the twenty-first century and for further education. Confidence and insight will enable learners to develop their skills and concepts as they progress. With the introduction of OBE and the inclusion of media in the curriculum, learners stand to benefit most from the new education system. Teaching has become more learner-centred. This is a shift from the traditional approach which is teacher-centred.

OBE emphasises that every learner can succeed. This is one of the central principles of the new education system. This means that not all learners will succeed at the same time, instead, learners will be able to develop at their own pace, and will then have greater self-esteem. We need to bear in mind that different learners learn in different ways. In support of this notion Kneller

(1984:48) observes that each of students is a unique being whom the world will never see again. Each deserves to express this uniqueness in his/her own chosen way of life.

OBE also says that every learner is unique, meaning that there are great differences between learners in the same grade. It is therefore important that the learner-centred approach is practised, whereby the learner is the central focus of learning. The teacher can assist the learner in this case by avoiding transmitting knowledge and not denying the learner's uniqueness. The activities should differ in the sense that there are slower learners who need ongoing support from the educator. That is why one of the underpinning assumptions of education is that learners are able to learn but not in the same way or at the same pace.

The learner-centred approach could be effectively applicable through the use of media in that, learners become actively involved in the classroom where the curriculum is relevant and learner-centred as they discover things themselves. The learner is able to demonstrate a competency with minimal assistance, thereby showing independence. They will be trained to take responsibility for their own learning which will ease the load on teachers. Learners will be able to find out what particular talents they have and how they can develop them. The learner-centred approach allows for group work. Learners are allowed to be

themselves. The use of media stimulates learners into activity, play, creativity and curiosity. They become active-symbol makers. Learners want to explore, create and recreate their experience. They learn a lot more than the target item, and more than the teacher might have expected. This is encouraged by the fact that they share ideas, interact with one another. Working in groups develops the learner's personal and interpersonal skills. They work independently and co-operatively with others in familiar circumstances.

Media easily makes room for open-ended activities, where an outcome is not known. Learners develop greater creativity, prediction and are challenged. They become real learners where they actually have to think critically and analytically rather than simply remember. Progressivism says that there should be no passive learning for remembering by memorisation of factual data. Learner-centredness means that there is a distinct focus on the learner, we are concerned with task-centredness. This means that the task should suit the learner's age, stage of development so that he/she will be able to participate fully in the task. This involves a shift from focusing on what the educator teaches, but focusing on what the learner will learn. We are concerned with more interactive learning that will fully contribute to the total personal development of the learner.

The educator has to be aware of the fact that the learner is not an empty vessel or “tabula rasa” as John Locke asserts. Learners know some of the media resources, and what learners bring to school is as important as what they receive at school because all learning is affected by what has already been learnt. They should recognise and build on the learner’s prior learning. When using media activities it is thus important to draw on learner’s intuitive knowledge. The activity should involve interaction of the learner’s prior learning with the new ideas. All new ideas are interpreted in terms of the learner’s existing knowledge.

2.6 CONCLUSION

Philosophers of education paved the way towards educational transformation. Their truths, meanings and findings helped towards improving education globally. Recent calls for education transformation in South Africa, necessitate that our children are well-equipped with necessary skills to become independent thinking adults in order to contribute meaningfully to this country’s future.

Learners play an active role in the learning process. As they learn they strive towards achieving various critical outcomes which they need to develop in real life situations. They have to learn to be critical and creative thinkers who are able to solve problems.

They should be able to work with others in drawing conclusions or developing solutions. As educators, we should therefore ensure that learners are exposed to a wider range of media resources. These can help learners develop their life skills.

In order to achieve this, educators should play a major role in preparing challenging activities, that will involve all learners. They have to make sure that there is full participation on the part of the learner. Grouping of learners will encourage learner's participation as well as developing more other skills like tolerance and respect.

Once the educator understands that the learner learns through being actively involved, he/she will change the methods of teaching. The learner will find learning interesting, and enjoyable. Learning will be more effective. A particular media activity that the educator designs will develop knowledge or concepts children might learn. Secondly, those concerned with the skills which children might practice and develop, and thirdly those concerned with the attitudes which children might cultivate, might benefit from the use of media.

The next chapter will give some forms of media and their relevance to OBE. It will explain how a facilitator could prepare a media lesson that is learner-centred and activity-based. It will

further explain why each media resource should be used as a learning resource.

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CHAPTER THREE

SOME FORMS OF MEDIA AND THEIR RELEVANCE TO OUTCOMES BASED EDUCATION

3.1 INTRODUCTION

In chapter two some theoretical background of the role of media by certain philosophies and schools of thought was discussed. Chapter two also looked at the role of a facilitator in an OBE class. Chapter three will focus on how media can be implemented in an OBE class. It will further investigate why media should be used as a teaching and learning tool.

Thomas and Kobayashi (1987:1) maintain that educational technology is a complex, integrated process involving people, procedures, ideas, devices, and organisation, for analysing problems and devising, implementing, evaluating, and managing solutions to those problems, involved in all aspects of learning.

Consequently, educational technology can have different meanings to different people. In the above definition educational technology embraces electronic and non-electronic instructional equipment and material. Technological equipment and material can be utilised for effective teaching and learning.

This chapter will be limited to four varieties of educational technology - print (newspapers), radio, television and computer. These four have the potential breath of impact, meaning that they exert current and future influence, especially in the field of education. They all have a particular attention and focus on the educational development. They represent a range of diversity in types of technology. Although they may seem different to the onlooker, their special nature of technology influences the way they are developed and applied in education. Media differs along specific dimensions (technologies of transmission, contents, or symbol's system). They all interact with human behaviour and learning. The four educational resources can be effectively implemented in the classroom. They can be used to develop various skills like communication, problem solving, interpretation, analysing, evaluating and many more skills.

Locke in Archambault (1974:375) maintains that it thus becomes the office of the educator to select those things within the range of existing experience that have the premise and potential of presenting new problems, which by stimulating new ways of observation and judgement will expand the area of further experience. John Locke who is the progressivist, states that the educator is responsible for this highly complex process of education. To further the experience of the learner the educator must provide means to promote growth.

Philosophers of education and schools of thought referred to in the previous chapter have views and studies in relation to media resources and their implicit or explicit relevance to OBE. It has been viewed important that media teaching be incorporated. Educators engage in a number of activities, often professional meetings and conferences, to increase the range of available resources and provide a broader base for comparing the qualities of materials to be appraised later on a firsthand basis.

Coutts (1996:42) is of the opinion that an important aspect of educator empowerment lies in the education, training and development of teachers as professionals. He further emphasises that the educator needs to be in a position of effectively applying the above media resources. The educator needs support through in-service training. He/she needs to extend his/her effectiveness as a practising educator. Inservice training for educators is therefore central to educator empowerment.

Media serves as a logical extension of an enquiry-based, learner-centred pedagogy which seeks to develop cognitive understanding of the media rather than define a prescriptive body of knowledge. It provides an opportunity for learners to engage actively in decision-making and problem-solving in areas of the media to which they would not otherwise have access. A number of tasks which are sufficiently flexible allow a number of different perspectives, briefs, and result in a range of finished texts, which

in turn lead to analysis and discussion of the effects of particular editorial choices.

Buckingham (1990:11) is of the opinion that the National Curriculum, initially regarded with considerable suspicion by media teachers, is turning out to be something of a mixed blessing, the substantial inclusion of media education within the core subjects, and its role as a cross curricular dimension, while not without their limitation, will undoubtedly lead to a considerable increase in the amount of media teaching taking place in schools.

Outcomes-based education critical outcome argues that learners should be able to “ use science and technology effectively and critically, showing responsibility towards the environment and the health of others” Gulting et. al (1998:10) . This suggests that learners should be able to use technological devices such as computers and to apply established and new technologies in all program areas and in daily life. They have to learn to use technology responsibly and wisely. They must develop the ability to use a variety of methods and processes to solve problems. They have to learn to evaluate the impact of technology on people and the environment.

Media usage can start as soon as children arrive at school and, through both critical and practical work, can build on the skills, knowledge and understanding that children already have. It can continue throughout schooling, developing alongside media understanding that children continue to gain outside school. Subjects are related disciplines that enable us to understand and live in harmony with the natural world and to contribute to the responsible development of the human-made world.

Underwood (1994:2) alludes that group work is hard to avoid. He sees group work unavoidable when using media resources. There is a positive contact which facilitates interpersonal relationships which may have positive effects on student motivation, self-esteem and academic learning. Spady (1994:71) further maintains that group work promotes co-operative learning and, co-operative learning refers to learning environment in which small groups of learners work together to achieve a common goal.

Spady (1994) further emphasises the importance of team work, that it develops and enhances cognitive interaction. In order to achieve a common goal members of the group may choose to take responsibility for sub-tasks and work co-operatively or they may collaborate and share in the decision making process. They develop to value each other's input and develop a group etiquette. Groups feel comfortable in offering suggestions and in analysing

and evaluating. Learners learn to solve problems, they think more effectively than when they work alone.

Learning takes place in a relaxed atmosphere, which is what happens in a class where media resources are used. Effective learning only happens if learners participate and are active in their own learning. Media resources develop high interest in the learning because they relate to real life situations and are meaningful to the lives of learners.

3.2 NEWSPAPERS

Coutts (1996:140) is of the opinion that newspapers are an exciting and versatile resource that can be used in a variety of ways in almost all subjects in the curriculum. They are easily obtainable and affordable. This then emphasises the importance of newspapers and all other forms of print for an outcomes-based class. *Print is one of the oldest technological media. It has traditionally been seen as a medium , to be distinguished from other media such as TV, computers, film. They are always interestingly-looking, varied in content, which make them to be used across the curriculum. The potential of using newspapers in education is enormous, and the educational benefits seem undisputable. They introduce a versatile additional resource that is*

always up-to-date. They are cheap and can be affordable. The educator is not bound to use "today's" newspapers, but even old ones could be used.

Newspapers are regular publications published daily, weekly, twice a week or monthly, containing local, national and international news. Newspapers differ from books along dimensions of timeliness, format, and typical content, but not in terms of the technology of print of the symbol system (language) used.

3.2.1 What do newspapers contain that can be used in a classroom?

Coutts (1996:165) says that the outside world can be brought into the classroom through the appropriate use of large, colourful illustrations, pictures depicting actions or objects related to the theme under discussion, series of pictures, illustrating stories. Almost all parts of the newspaper can be used in teaching and learning. It is the duty of the educator to arrange and prepare his/her lesson or activity in such a way that he/she achieves the set outcome. Few sections of the newspaper will be used as examples.

- * **News** - the newspaper contains local, national and international news. This part of the newspaper gives information about what is happening in the world. These may be natural disasters, crime, new discoveries, political affairs, news about ordinary or well known people. Learners need to know local, national and international news and they should discuss and analyse them in class.

This is related to the previously discussed critical outcome No.4, which emphasises that learners should be able to identify and solve problems using critical and creative thinking.

- * **Entertainment** - This section of the newspaper contains articles and reviews on films, theatre, music, sport. This section can help the teacher in designing activities for arts and culture, music, physical education, language. Through these, learners may analyse some values in music and culture.
- * **The editorial** - Articles where people comment on current issues or interests are written and published. Learners can make use of this section of the newspaper in developing their communication skills more especially the writing skill. This is related to critical outcome No. 2 and 3 of OBE, and it is important for an OBE class.

- * **Classified** - This section of the newspaper contains a variety of things like sales, legal, obituary, births, accommodation, jobs. A creative educator has a variety of activities to develop using the classified section. Learners can look for an interesting job and write application letters. They can learn dialogues by developing interview questionnaires. They can learn how to order in writing or by telephone. This could be related to critical outcome No. 2 and 3 again.

- * **Advertisements** - These are found everywhere in the newspaper, some shops have inserts that are put in the newspaper with what the shop has, usually for sale. The advertisements can be used in mathematics. Learners can go shopping in the newspaper, they add items bought, calculate change etc. They can also learn how to make their own advertisements. This is in line with critical outcome No. 3.

- * **Pictures** - Almost the whole of a newspaper has pictures. Learners can interpret the picture. With the aid of the caption the learner can try to tell what the story is about. Where a picture does not have a caption, learners can write their own. Learners can analyse the picture using their critical and creative thinking. This is related to critical outcome No. 4.

- * **Weather** - A Geography educator can make use of this article to teach different temperatures in different cities or countries.

3.2.2 The need for the use of newspapers in the classroom

Vink et al (1993:30) contend that newspapers can be used in the media centre as well as in the classroom for many interesting, educational applications. It has been mentioned in the previous chapters that some schools do not have physical structures for media teaching. Newspapers can be used by learners in a normal classroom and provide stimulating activities. They contain a variety of information which learners may find interesting, useful or entertaining.

Newspapers provide useful current information and specialised reading on a variety of topics. In so far as schools are concerned, they contribute to improved classroom learning in a number of ways:

- * **Many subjects or learning areas can be covered**

Buckingham (1990:172) maintains that a starting point for secondary media education is the acknowledgement that a range of media products are used for teaching purposes in all the subjects in the curriculum.

The entire newspaper can be used most effectively as a resource across the curriculum, in schools as well as in adult literacy programmes. People can relate it virtually to any stage of development- they can handle, page through, cut and paste, look at and discuss its pictures and headlines, and do a host of activities with it before they are ready to read a newspaper. In teaching, virtually all subjects can be taught by using the newspaper. It can help to teach a wide range of language and thinking skills and encourage individual and critical thinking. The skills that were previously regarded as subject specific are now seen to be inter-related. Learning is seen to be holistic instead of compartmentalised into individual subjects. The language educator, for example, is in the best position to incorporate other subjects into his/her teaching, but it is also possible for a content-subject educator to focus on the language required for his/her subject.

*** There are interesting contents which are presented in an attractive manner.**

Newspaper writing tends to be clear. Reports tend to follow a predictable pattern, and core vocabulary is repeated in the same category of reports e.g. crime, education etc. Learning to read a newspaper is therefore an achievable goal. The interest value of a

good, relevant newspaper tends to push learners beyond their reading levels.

*** Learning can be fun**

A newspaper is an appealing learning resource for children, youth and adults, because unlike many textbooks, it is not perceived to be childish, boring or stuffy. A learner may feel it more socially acceptable to carry a newspaper around than conventional literacy material.

*** It helps learners to find additional information on many school subjects**

Newspapers can bridge the gap between the classroom and the real world in science and maths teaching. It adds an exciting real-life dimension to social science teaching. Literacy and numeracy are acquired, but the learner's horizons also expand and critical thinking is encouraged.

Any learning situation can be meaningful if the learner has a meaningful set - that is, a disposition to relate to a new learning task to what he already knows. The learning task itself is potentially meaningful to the learner - that is, relatable to the learner's structure of knowledge. Brown (1980:71)

*** Learners have to draw from their own experience and bring existing knowledge to the learning environment. This is easily done because articles deal with people, places and issues that they are aware of and can relate to.**

*** It develops learners life skills**

Newspapers promote the education of the whole person. Newspapers can marry skills-based learning with wider developmental education. A newspaper is an exciting, up-to-the-minute text which reflects

real life and relates into the learner's current environment and experiences. It changes daily, providing new interest all the time.

*** It provides useful information for everyday life**

It empowers learners by giving them insight into their immediate environment as well as wider regional, national and international contexts, the processes of democracy and government, and their own right and responsibility in a democratic society. Newspapers thus create informed citizens. Learners want to know what is happening in their region or what their political leader or sports star has said or done, and stretch their reading ability without noticing they are making an effort. Local newspapers which are written in accessible, colloquial language and reflect the real-life

experiences, interests and enhances the progress of learners, can be powerful educational tools.

*** Continuous assessment**

The educator can easily assess learners while they are actively involved in their groups doing a task. Knowledge, skills and attitude can be assessed. Outcomes are the measurable targets that learners have to attain. As learners are involved in the activity, the educator as a facilitator has an opportunity to move around, gathering information about learners' competencies. This process will provide educators with information on the progress of their learners as well as the effectiveness of their teaching.

Information gathered will give them the opportunity to alter their strategies with regard to the group as a whole and with regard to individual learners. Assessment records will reflect whether learners understand and are interested in that section of work. Learners' confidence will be enhanced.

*** Care should be taken when selecting a newspaper.**

* The activity designed should correspond with the content in the newspaper. The educator should first check that the information

he/she requires is available in a particular newspaper that he/she has selected to use with the learners.

- * There should be more than one newspaper if learners will need to compare. Newspapers should give differing views on controversial issues.
- * If possible, there should be local, national and international newspapers. Different newspapers will expand the learners' knowledge about their own as well as other countries.
- * There should be an attempt to obtain newspapers in more than one language. This gives choice as to what language the learner is interested in reading. This also develops good human relations, specially in multiracial schools, as learners would understand that they are all considered important.

Newspapers are used innovatively in deep rural areas to bond the academic concepts to the world outside, and the rural to the urban experience. Rural schools do not have learning material like books. Most of the parents are unemployed, therefore they cannot afford buying expensive textbooks. Newspapers can therefore serve as a tool of effective learning.

3.3 A RADIO

The radio is one of the old technological resources that is assumed to be available in almost all homes. It is the resource that recognises and values cultural and linguistic diversity of our country. Using one box of radio you can tune to different stations. It thus challenges discrimination based on race, gender, class and geographical location. It contributes to the building of a national culture.

With the above use of the radio, it has been identified that it can be used as an educational audio resource that fosters meaningful learning experiences for both educators and learners. It is one media resource that attends to the development of effective listening and speaking skills, followed by reading and the writing skills. It encourages creative and critical thinking. Learner's understanding is promoted. The use of a radio in the classroom creates an environment for active participatory learning. The programme design includes activities that are learner-centred, story-telling, games and songs. This makes learning to be fun and enjoyable.

The radio is recognised as a useful means of providing learning experiences for a large number of learners. It is helpful in remote, isolated schools. The radio is usually used in education as a tool to

assist the advantaged primary schools in mastering the second language, in the case of black learners, it could be english or afrikaans. Learners in rural areas have minimal exposure to english or afrikaans outside of the school environment, and in some deep rural schools, no exposure at all. They are a community whose learning resources are severely limited.

One may wonder why we need to develop the listening skill in learners. The purpose of listening is:

- * clearly hearing and understanding information, interpreting it, and acting upon it,
- * obtaining answers to specific questions,
- * gathering additional data to judge likely consequences of alternative courses of action,
- * retain selectively what you hear - selecting relevant information, main ideas, important points or content worth remembering,
- * analyse critically the message heard and later as it is reviewed,

- * identifying and evaluating the accuracy or bias of the content of speech,
 - * know what was said, separating this from what you expected to hear, what you would have liked to hear, what you believe you ought to have heard.
- * Preparing for a radio lesson**

Thomas and Kobayashi (1987:136) maintain that in some developing nations, broadcasting has been assigned a central role in teaching, meaning that the core of daily lessons is conveyed by radio. In such cases, the classroom educator is no longer the chief purveyor of information. To fit properly into this new mode of instruction, educators must learn to prepare students for each broadcast, to monitor their behaviour during the lesson, and after the broadcast to direct them in follow up applications of the lesson content.

The educator has to be well prepared for the lesson. Thorough preparation has to be done before conducting the lesson. When using a cassette an educator is able to stop the radio cassette and explain or ask questions. His/her duty is to monitor the process. Media is a good resource when applying the activity-based learning in the classroom. It allows for the opportunity for learners

to explore ideas and approaches to learning and to practice skills. The educator is no longer the transmitter of information but he/she assists, guides in a responsible manner while the learners work co-operatively towards achieving a specific outcome, at the same time trying to work towards achieving the critical outcomes.

STEP 1

- prepare yourself by consulting available printed material and program notes about radio recorded programs.
- audition recordings before using them in the class.
- take notes of important points.
- prepare questions based on learners' prior knowledge about the new theme to be tackled.
- decide whether to listen to the immediate broadcast, or to record and use it later.
- prepare the preliminary explanation.

STEP 2

- stimulate the learner's interest by preliminary comments and questions.
- identify the title or theme, participants, and circumstances surrounding its production.
- give additional interesting background information.
- ask prediction questions.
- identify key words that need explanation and meaning when necessary.

STEP 3

- listen to the program quietly taking into consideration that others are listening too.
- use your concentration skill, in order to hear what is said, how it is said, what it means.
- listen with willingness to hear a point of view although it may differ from your own view.

- consciously relate what is heard to problems.
- relate to the questions set up during the pre-listening stage.
- encourage learners to relax as they listen.

STEP 4

- do the post-listening, i.e. discussion which may be formal or informal, asking general questions.
- move to the low (facts recall, sequence basic comprehension, memory) , middle (analyse, compare, cause and effect, inference and hypothesis) and high (evaluation, judgement) order questions.
- discover points of misunderstanding.
- find out whether there is a need to listen to a part or whole program again, to clear certain points.
- summarise the programme.

The effective educator is the one who creates a learning atmosphere that will bring about intended learning outcomes.

He/she is able to plan for learning to take place and then ensure that his class achieves that learning. One of the central role of an educator in an outcomes-based education approach is that he/she needs to be a facilitator of learning. A facilitator encourages activity among learners.

3.4 A TELEVISION

Choat and Griffin (1989:5) believe that a television is a fruitful medium which can be used to the advantage of both teachers' and children's' benefit. It is a resource available to educators to initiate or supplement the activities or work they are providing and can act as a form of motivation to assist with children's learning.

Television is part of the ordinary life and children could be taught to use it for learning as well as entertainment. Educators and learners can benefit from the television in the sense that it can develop their confidence and expertise, to explore other aspects of media such as representation, generic conventions or narrative structures.

Bazalgette (1991:29) observes that one is bound to want to use technology in ways which are already familiar to one from one's experience of that medium. Obviously technological aids should be introduced to educators, it should be aids they are

familiar with. In this way, they will move from what they know to what they do not know.

Like a radio, many homes have TV's, even the rural areas do have them, especially that it can use a car battery and now we have card electricity in rural areas. By the time children arrive at school, almost all of them will have experienced several parts of a television, and probably other media like radio and tape recorder. They will also have gained some understanding of social and cultural attitudes related to the media, of different technological and generic forms, some hypotheses about how real or true texts are, and some skills with operating media equipment, like stopping, fast forwarding, rewinding a VCR, pause, etc. Everyone needs to experiment with media technologies and find out what they can do.

A television set as such may be expensive, however, if it is well kept, used, and operated, it can last for years. Tapes can be used for generations of the school. The Granada Report on television (1964:31) contends that tapes can be used time and time again, and can be wiped and re-recorded. Moir (1967:14) also agrees that the initial expense of the filmstrip is not trivial, but once purchased, it is a permanent acquisition for the school, to be used either with replays of the tape, or independently of it.

Recording using a set of television is purely a matter of convenience. One can store television programmes on a tape and retransmit them when one wants them, or retransmits them again and again. The educator should evaluate programs and suggest programs for future production.

The content of an educational television programme is obviously the choice of an educator. Understanding and proficiencies precede the actual use of a television in the classroom and are part of the overall preparation for effective use of it. An educator has to give as much thought and care to its selection as he/she would do a choice of a new set of textbooks or to hiring a film for a specific educational purpose. It is thus vital that the educator knows at least how to operate television receivers, and in most cases how to operate simple television cameras and portable video-tape recorders.

The educator has to know where to turn for reliable information about television programs and for further data concerning the field. The educator has to study the publications carefully before beginning to use a series (i.e. what should be done before and after the programme), prepare worksheets and other useful material that will further the learner's knowledge, skills and attitude. He/she has to know the general way of how effective television programs are planned and produced.

A television in the classroom opens doors to interesting visitors and to take children out on journeys into time and space, without the cost of transport and the wastage of time involved in normal school outings. Educational television helps in providing a source of stimulus for talking, reading, listening and writing. Television is multi-sensory i.e. sight, sound and movement are involved. Like the radio and newspaper, it has up-to-date information.

*** Steps for preparing a television lesson**

STEP 1

- there should be advance planning of the programme to be watched.
- related readings should be suggested before watching.
- the discussion of important issues before watching is important.
- the exact time for starting and ending of the programme should be known.

STEP 2

- the receiver should be placed where all learners will see it.

- chairs should be arranged in such a way that all learners are able to watch it comfortably, without having to stand or twist the neck/body.
- the light for optimal viewing should be taken into consideration.
- the volume should be right.

STEP 3

- an educator has to prepare learners for pleasurable viewing.
- learners should have knowledge of what to expect.

STEP 4

- as a follow up, the educator should prepare things like:
 - * questionnaires
 - * immediate discussion
 - * evaluation of the programme

3.5 A COMPUTER

Thomas and Kobayashi (1987:5) believe that today computers perform a host of functions in the field of education. Both

advanced and developing countries are adding computer literacy as a skill. This is a need for succeeding in the technologically sophisticated world of the future. The computer is an effective programmed learning box presenting and re-presenting learners with a body of knowledge to acquire. It serves as a stimulation of scientific phenomena as well as stimulating situations in history and present day social conflicts that require resolutions.

A computer brings about interaction which is not only locally or nationally bound, however, learners can interact with others internationally. Underwood (1994:43) confirms that where students are given access, they can ignore walls of the classroom and make direct contact with others across the world for collaborative work and in so doing appreciate the differences in culture and the similarity of people. The interaction can be direct. They can communicate with others outside their learning environment.

This is tremendously motivating for both learners and educators. It does not take time to contact others, there is immediate interaction regardless of distance. Through global education, learners will be made aware of planetary issues and will develop knowledge, values and understanding they will need to deal with such issues constructively and responsibly. Learners will also realise that making decisions about their future endeavours and

pursuits which includes taking responsibility for the welfare of others and the survival of life on the planet. They need to develop the broader understanding of the challenges facing them so that they can have a vision of the future that inspires hope and confidence. Through such interaction, equal opportunities, culture and global issues are addressed. Team spirit within a school and across countries leads to the development of knowledge and skills which are valued in education.

Benon and Mackay (1993:19) assert that one cannot expect to develop and enhance skills such as creativity, imagination, and problem solving in young children with limited hardware and software. This then emphasises the importance of technology for every school or class. Learners should have an opportunity to work at higher cognitive levels. This calls for the development of powerful computer learning environment. Active learning should be enhanced. Learners have to carry out investigative tasks, whereby they have to use their creative thinking and exercise their imagination.

Greater emphasis is now placed on investigation and problem solving, before solutions are sought. Learners are given tasks, based on concrete problems and are encouraged to work

independently, and to carry out an investigation with minimal support. The learner becomes a more self-organising person. One of the OBE critical outcome says that learners should be able to organise and manage themselves and their activities responsibly and effectively. This opportunity of openness is very important to creativity and learning.

One of the critical requirement of outcomes-based education (OBE) is to have continuous assessment. The learner should demonstrate that he or she has achieved a specific outcome. A learner has to acquire knowledge, skills, and attitudes that he/she did not have previously. These end products are called outcomes. Learners are assessed in terms of their ability to achieve certain outcomes. The software uses two assessment systems, a quantitative marking system to evaluate the learner's accuracy, plus time-based evaluation to measure the work rate. Therefore computer technology can provide the supporting functions that are required by the OBE model prescribed in Curriculum 2005.

Kemp et. al (1985:19,20) say that computer games can use the learners' competitive nature to motivate and to increase learning. Computer assisted activities are inspiring and motivating, making learners more attentive and the learning process more stimulating. Children can play with numbers, train their memories. Games can

provide a challenging problem solving environment where the learner is faced with the test, hypothesis etc. Games can offer a vehicle for collaboration among learners. This enhances team spirit and also improves interpersonal skills which learners desperately need.

3.6 CONCLUSION

Salomon (1987) maintains that media are discrete, invariant entities, that all the manifestations of a medium are sufficiently similar to each other to constitute a distinctive category to be contrasted with other categories. Media resources are distinct and invariable, they remain unchanged even when transformation take place.

Media resources are educational tools that can promote and uplift the standard of South African education. Media resources are distinct, they remain unchanged when a specified transformation occurs. They play a distinctive role in achieving educational goals.

It is vitally important that educators keep in mind the purpose for which materials are used, characteristics and special needs of learners to be served by them, and the basis for selecting the material most likely to help learners achieve the outcomes of their

studies. It is usually expected that enough professional care will have been exercised in the original selection to ensure their quality and applicability to local curriculum needs and conditions.

The resources we use in the class should be determined by what we want our learners to know, how we want them to behave, and what level of accomplishment we wish them to achieve. An educator is a practical expert and his primary responsibility is to encourage the cognitive development of a child, to ensure retention, understanding and active use of knowledge and skills.

This chapter discussed some forms of media and their relevance to outcomes-based education (OBE). The role of each kind of media was discussed. Chapter four will deal with research design and method of research. Research tools e.g. questionnaires will be discussed.

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CHAPTER FOUR

RESEARCH DESIGN AND METHODS OF RESEARCH

4.1 INTRODUCTION

The previous chapters were based on literature review. Some theoretical ideas about media and outcomes-based education were discussed. Chapter three focused on some forms of media and their relevance to outcomes-based education. This chapter discussed the research design. Various tools of research are discussed and the researcher concludes by giving the methodology that will be followed in this study.

4.2 RESEARCH DESIGN

Schumacher and McMillan (1993:31) refer to research design as the plan and structure of the investigation used to obtain evidence to answer research questions. Research design is the consideration and creation of means of obtaining reliable honest, transferable and valid data, by means of which pronouncements about the phenomenon of education may be confirmed or rejected. MacKendrick (1987:256) states that research design is an overall plan or strategy by which questions are answered where a hypothesis is tested.

The research design is a plan that is applied during the investigation in order to answer research questions. It is therefore a *guide to data collection, measuring and analysis.*

The purpose of a research design is to try and ensure that the answers to the question will be accurate ones. In this research the investigator will use the descriptive design in order to explore the use of media resources.

4.3 MEANING OF RESEARCH

Francis (1994:2-3) defines research as a careful inquiry or examination to discover new information or relationships and to expand and to verify existing knowledge. He continues to assert that it is the manipulation of things, concepts, or symbols for the purpose of generalising and to extend, correct or verify knowledge, whether that knowledge aids in the construction of a theory or in the practice of an art.

Research includes all the activities like collecting data, conducting tests, developing standards and maintaining statistics on a given issue. Research further attempts to formulate scientific generalisations that may be applied to a variety of problems. It is a relatively long, specialised and thorough ongoing investigations of a properly selected topic. It includes analysis of collected data in a logical way in order to achieve a specific research goal.

Mouly (1978:40) also states that research is defined as the systematic, objective and accurate search for the solution to a

well-defined problem. Mouly explains that in order to draw or state conclusions there should be a systematic application of the scientific research method, there should be an overall strategy that is followed in collecting, interpreting and analysing data, which is oriented toward that development of theories or arriving at dependable solutions to problems. Research is the most important tool for advancing knowledge, developing progress and resolving conflict. With all the changes that take place, research is therefore the primary tool used to understand the changes, to evaluate new instruction that is necessary to intelligently make educational decisions on which so much depends.

4.4 NATURE OF STUDY

The purpose of this research is to add to the existing knowledge on media as resource in an outcomes-based class. The introduction of the new curriculum, implicitly or explicitly hinges on the role which includes the media resources in the learning situation, necessitates that a research be conducted in order that effective and efficient strategies be found. These strategies may be a solution to the whole question of OBE. This research is based on the premise that media has a pivotal role to play in OBE class.

4.5 THE METHOD OF RESEARCH

In this study the researcher will use the descriptive research and naturalistic observation research.

4.5.1 DESCRIPTIVE RESEARCH

Sprinthall, Schumutte and Sirois (1990:98) say that research is typically called descriptive when the primary purpose of the research is description, rather than some other basic goal such as looking for differences between groups or relationships among variables.

Descriptive research is concerned with the description and summarisation of the data that have been gathered about a group or individuals. It seeks to find answers to questions through the analysis of variable relationships. It is a kind of research that is used where the events or conditions have already occurred or exist. The researcher merely selects the relevant variables for an analysis. Descriptive data is collected through a questionnaire survey, interviews, or observation.

The objective of this approach is to measure one or more variable that can be used to describe the group of interest. The description can provide information about relationships between

variables.

Gay (1976:189) states that descriptive data are collected through a questionnaire survey, interviews or observations. Therefore there is a wide choice of research tools for the researcher to choose from.

4.5.2 NATURALISTIC OBSERVATION RESEARCH

Sprinthall, Schmutte and Sirois (1990:97) state that the naturalistic observation approach to research involves systematic observations of behaviours as those behaviours occur in a natural or normal setting.

This kind of observation is made during actual recess periods. This kind of research includes several observers in order that the reliable observations are conducted. There should be no interference in the natural process that take into account not to obstruct and influence what is occurring. The process should be as natural as possible, the situation should be normal and be of daily circumstances. It is somehow similar to assessment in the sense that assessment is the direct observation of learner's performance in the setting.

Gay (1976:206) emphasises the fact that in such situations the

observations can only be (or best be) observed as they occur naturally. In such situations the observer purposely controls or manipulates nothing, and in fact works very hard at not affecting the observed situation in any way. Naturalistic observation is integral to learning.

4.6 SAMPLING

According to Grinnel (1988:133), a sample is a small portion of the total set of objectives, events or persons which together comprise the subjects of the study. It is usually quite impossible to involve the entire population when one does a research. Schumacher and McMillan (1993:16) also agree that a sample is selected from the population to provide subjects. A sample is thus any group which is selected on which information is obtained. It is thus required that a sample is drawn from a population. The population, is the group of interest to the researcher, the group to which the researcher would like to generalise the results of the study. This selected population must have an equal chance of being included in research.

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The reason for sampling is to reduce expense i.e. interviews can be conducted in a

shorter period of time, there is greater co-ordination of the interviewers. Research concerns restricted populations.

In this research a simple random sampling will be used.

4.6.1 TYPES OF SAMPLING

4.6.1.1 Simple Random Sampling

Wallen and Freankel (1991:132) say that a simple random sample is one in which each and every member of the population has an equal chance of being selected.

When using the simple random sampling the researcher should ensure that each and every member of the population has an equal independent chance of being selected. No population may be systematically excluded, therefore it is unbiased. All members have the same probability of being selected. A representative sample is the one that truly reflects all the various characteristics of the population. Random sampling is likely to produce a representative sample. This method involves selecting at random from a list of the population.

This will provide the researcher a picture with which to view the whole population group. A random sampling is required by

inferential statistics which permits the researcher to make inferences about populations based on the behaviour of samples.

4.6.1.2 Systematic Sampling

Sprinthall, Schumutte and Sirois (1991:28) agree that systematic sampling is similar to simple random sampling except that the researcher randomly picks a number and then systematically selects subjects from a list of names beginning with the subject assigned the chosen number.

Systematic sampling modifies the simple random sampling. Subjects are selected from a population list in a systematic rather than a random fashion. It is easier to use with a larger population. It can only be used when the subjects in the population can be listed sequentially.

4.6.1.3 Stratified Random Sampling

Francis (1964:76) defines stratified random sampling as the procedure of dividing the population into sub populations or domains of study, called strata, and then selecting a sample within each.

Stratified random sampling is the process whereby a subgroup in the population is selected as a sample in the same proportion as they exist in the population. The population may be divided into homogeneous groups, each group containing subjects with similar characteristics. This type of sampling increases the likelihood of representativeness, especially if the sample is not very large. Its uniqueness to other samples is that the individuals in the population are included in the same proportion in the sample. It provides more precise results than simple random sampling.

4.6.1.4 Cluster Sampling

Gay (1987:110) defines cluster sampling as sampling in which groups, not individuals, are randomly selected. Cluster sampling can be used when it is impossible to select a sample of individuals from a population. Groups, rather individuals are randomly selected. Cluster sampling can be implemented easier for a specific family, classroom, school, hospital. The selected group has similar characteristics. Cluster sampling is more convenient when the population is large and widely dispersed. It is time consuming and less expensive. The researcher can easily use all the learners in different classrooms than selecting individual learners in many classrooms.

4.6.1.5 Purposive Sampling

Coven and Amnion (1984:103) argue that in purposive sampling the researcher hand-picks the case to be included in his sample on the basis of his judgement of their typicality.

The researcher wants to achieve his specific aim. The researcher uses his/her previous knowledge of selected population, and uses his personal judgement. He/she will decide whether a particular sample will be representative. He/she estimates the representative of a sample.

4.7 RESEARCH TOOLS

In this investigation the following research tools will be used.

4.7.1 QUESTIONNAIRES

Burroughs (1975:106) states that questionnaires provide the easiest known way of assembling a mass of information. Questionnaires are restricted to a data collection instrument that is to be filled by an informant rather than by the researcher Francis (1964:112). They require a cover letter that explains the purpose and nature of the investigation, and assures the informant of the confidentiality of the research information.

therefore it should encourage co-operation. A cover letter is used to elicit reliable and authentic information. It should attempt to arouse interest so that the respondent can complete the questionnaire. It will serve as a guarantee that the personal information or data that may be embarrassing or confidential to the respondent will be kept as confidential as possible. Therefore the questionnaire could remain anonymous. Gay (1987:199) emphasises the importance of confidentiality by saying that complete anonymity probably increases the truthfulness of responses as well as the percentage of returns. It helps the researcher to specify the deadline date.

4.7.2 Types of Questions

4.6.2.1 Open-ended questions

Isaac and Michael (1995:141) say that one of the best ways of developing good objective questions is to administer an open-ended form of the question to a small sample of subjects representative of the population in which you are interested.

Open-ended questions call for a free response in the respondents' own words. It provides for greater depth of response. It requires greater effort on the part of the respondent, which makes returns to be meagre. It should be clear and easy to understand in order to avoid misinterpretation.

The respondent writes how he feels about a topic and gives the background of his answer.

4.7.2.2 Closed Questions

Best and Khan (1993:231) define closed questions as questions that call for short, check-mark responses. They are also called structured, restricted or closed-ended question type. They are best for obtaining demographic information and data that can be categorised easily. The respondent can answer the items more quickly. It is time-consuming for the researcher to categorise. They sometimes call for yes or no answer. It is easy to fill out and takes a little time to complete. It keeps the respondent on the subject. These questionnaires are relatively objective, and fairly easy to tabulate and analyse.

4.7.3 Nature of Questionnaires

- it must be a question with a purpose.
- questionnaires must be simple or supplemented.
- they must be expertly designed.
- objectivity is important.

- questionnaires must be clear and easy to understand.
- the appearance should be attractive, good printing, brief and neat.
- they should maximise co-operation.
- Initial questions should be simple, have high value and encourage participation.
- each question should deal with a single concept.
- any term or concept that might mean different things to different people should be defined.
- provide adequate space for answering open-ended questions.

4.7.4 The researcher should avoid the following when preparing questionnaires:

- offensive, embarrassing, annoying questionnaires.
- inclusion of equivocal and ambiguous questions.
- using questions that require "yes" or "no" or specified multiple answer, when the respondent can do some explanation.

- the form and length of questionnaires which may be discouraging.
- double-barrel questions i.e. questions which contain two or more ideas.
- abbreviated items.
- too general or too abstract questions.
- biased questions.
- suggesting, leading questions.
- complex word arrangement.
- trivial, unstimulating, threatening questions.

4.7.5 Advantages of Questionnaires

- they are economical i.e. they require less time and are less expensive.
- they permit collection of data from a much larger sample.

4.7.7 INTERVIEWS

Wallen and Fraenkel (1991:105) define structured interview as an instrument in which individuals are asked to respond to a series of specific questions.

The interviewer uses the prepared questions to conduct the research. The questions are designed to collect valid and reliable information. The interviewer needs to establish rapport. Mouly (1978:201) emphasises that as a research technique, the interview is a conversation carried out with the definite purpose of obtaining certain information. The interview is essentially oral or verbal interaction. Interview questions can be more effectively structured for questions, which are not multiple choice, but questions of a personal nature.

4.7.7.1 Structured Questions

These are also called limited response questions. They are followed by a set of choices, and the respondent selects one of the choices as the answer.

4.7.7.2 Semi-Structured Questions

They have no choices from which the respondent selects an

answer. The question is phrased to allow for individual responses. It is an open-ended question, but is fairly specific in its intent.

4.7.7.3 Unstructured Questions

They allow the interviewer great latitude in asking broad questions in whatever order seem appropriate.

4.7.8 Advantages of using interviews

- when it is well conducted it can produce in-depth data which is not possible with a questionnaire.
- trust relationship can be established.
- results may be more accurate and honest.
- points can be clarified and explain here and then.
- follow-up on incomplete and unclear response can be done.
- additional probing or leading questions to clear up certain points can be asked.

- reasons for particular responses can be determined.
- it can be used with many different problems and types of persons i.e. literate or illiterate.
- the interviewer can motivate the respondent to say more.

4.7.9 Disadvantages of using interviews

- the response given by the subject may be biased.
- it is time consuming.
- it is expensive.
- it does not require only research skills, but also communication and interpersonal relations skills.
- subject may not turn up for an interview.
- lack of co-operation between the interviewer and the interviewee.
- it has potential for subjectivity.

- the respondent may feel uncomfortable, resulting in unwillingness to answer questions.

4.7.10 OBSERVATIONS

Observation can make an important contribution to descriptive research. Direct observation can be made to obtain certain type of information. Anecdotal reports which are recorded observation by the researcher, and filled in the cumulative folder, may provide useful data for research studies. Observation should occur in the real classroom.

Best and Khan (1993:223) state that observation should not be haphazard or unplanned. Observations in research technique must always be systematic, directed by a specific purpose, carefully focused, and thoroughly recorded.

Accuracy, validity, (true significant incidents of behaviour), reliability, and objectivity are required in measuring and recording. One disadvantage of observation is that systematic observation in a natural setting (classroom) can affect the behaviour of the group. It is widely believed that the individuals do not behave naturally when they know that they are observed. The situation may become too artificial and unnatural.

4.7.10.1 The following instruments can be used.

- * Camera
- * Video recorder
- * Radio cassette.
- * Stopwatch.

4.7.11 Characteristics of good observation

- carefully planned, systematic and perceptive.
- observers are objective.
- observers separate the facts from the interpretation of the facts.
- observations are checked and verified.
- observations are carefully and expertly recorded.
- observations are valid and reliable.
- observer is aware of the wholeness of what is observed.

4.8 CHOICE OF SUBJECTS

Subjects are selected by using an appropriate sampling technique. For this research the following subjects will be selected because they have desired information for the topic under investigation.

- The teachers who are making use of the media resource implementing the outcomes-based education approach their classes.
- The lecturers who are preparing the student teachers to make use of media resources in their classes, and educating them to use the new teaching and learning methods (OBE) in schools.
- The trainers, who train the lecturers and teachers so that they can implement the outcomes-based education approach as well as trainers who equip lecturers and teachers on how to make use of media resources in the class.
- Learners, they will be observed in their natural learning situation.

4.9 PILOT STUDY

Gay (1987:199) says that the questionnaire should be tried out in the field test, just as a research plan should be executed first as a pilot study. Gay (1987:90) adds that formal evaluation of a research plan involves a pilot study, which sort of address rehearsal.

The pilot study questionnaires can be given to people who are familiar with questionnaire construction and the field in general. It allows the researcher to discover any bugs in the reset procedure and iron them out so that they will not affect the outcome. Pilot study helps to investigate and to identify sources of difficulty before actual research starts. The pilot testing results will be analysed, also pinpointing items that are too short, or too long, or difficult and confusing. The researcher will know where he should improve or make changes in his questionnaire. He will also be able to identify his instrument deficiencies.

4.10 FOLLOW-UP STUDY

“A follow-up study is conducted to determine the status of a group of interest after some period of time.” Gay (1987:194)

This is the following up on nonrespondents. Some individuals may fail to return questionnaires. Failure to return questionnaires can delay the process of research, to prevent delayed feedback, follow-up is necessary. Follow-up letters or postcards should be sent to respondents as reminders.

Mouly (1978:197) advises that follow-up letters should include a second copy of the questionnaire in the case where the

respondent has thrown away the first. Mouly (1978:197) further advises that in a follow-up, there should be an attempt of a new approach at convincing the potential respondent of the importance of his reply. Follow-up study helps to assess the degree to which the initial treatment effects have been maintained over time.

4.11 PROCEDURE AS TO DATA COLLECTION

This study used a descriptive method of research for the purpose of collecting data, with regard to factors associated with media used as a resource in an OBE class. The research was conducted among black South African educators. The descriptive method is a combination of several methods which study the present status of events. Steyn (1981) states that the results of this kind of research can also be used for prediction and estimates by means of statistical techniques. It is thus for this reason that a descriptive method was used.

The research was conducted through interviews, observations and questionnaires. Sibaya (1993) states that a questionnaire is not just a list of questions or forms to be filled in, but is a scientific instrument for the measurement and collection of a particular kind of data. The questionnaires were distributed to educators to fill in. The researcher had an opportunity of meeting educators at workshops where she could give

questionnaires. The researcher also went personally to schools where educators were asked to complete the questionnaire. Questionnaires were collected by the researcher from principals and heads of department at the time agreed upon. Seventy educators responded to the questionnaire.

The questionnaire had both closed and open-ended questions. Closed questions were used to seek factual information. Mahlangu (1987) cites closed questionnaire as a questionnaire which calls for short, quick responses. Educators had to come up with basic comprehension, facts, recall, memory, and knowledge. Open-ended questions were used to seek opinions, analysis, attitudes and interests. Behr (1983) regards open-ended questionnaire as being useful for the respondent to state his/her case freely and possible to substantiate his/her claims. Educators had to summarise, analyse, compare, apply, cause and effect, inference and hypothesis.

In this study simple random sampling was used. All educators had an equal independent chance of being selected. An individual educator that was selected represented the larger group of educators. Thus, the results based on it will be generalizable. The target group was from urban, rural and peri-urban.

4.12 CONCLUSION

This chapter discussed empirical procedures and method of research study. Research tools and techniques were mentioned. Chapter five will follow-up on this, providing tables for the data collected through the use of questionnaires. Analysis and interpretation of data will be given.

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CHAPTER FIVE

TABLING, ANALYSIS AND INTERPRETATION OF DATA

5.1 Educator's Profile

5.1.1 Sex

Response	Frequency	%
Female	61	87
Male	9	13
Total	70	100

According to the above table, 87% of the respondents were females while 13% were males. All 70 respondents responded to the above question. The table shows that the female percentage was very high as compared to that of males. Although there were more female educators than males, it never affected the response positively or negatively for gender was not the issue in this study. However, for records or profile purposes, it was worth knowing how many males or females responded to the questionnaire.

5.1.2 Age:

Response	Frequency	%
25-29 yrs	13	19
30-34 yrs	19	27
35-39 yrs	19	27
40-44 yrs	12	17
45-49 yrs	5	7
50-54 yrs	1	1
55+	1	1
Total	70	100

The above statistical table shows that the highest percentage was 27, which was an age group that would still be in the teaching profession for more years to come. Educators whose total was 27% were the ones who still had a responsibility of ensuring that media resources were utilised in schools. There was a low percentage of educators from 50 years upwards, which shows that very few educators would leave the teaching profession soon. It would then appear that age groups that are between 25-29 yrs, (19%), are the ones on which the implementers of media in education have to concentrate and the reason might be that they still have more years (ahead of them) to effect OBE in schools.

5.1.3 Highest Standard Passed:

Response	Frequency	%
Std 8	0	0
Std 10	70	100
Total	70	100

The table shows that all 70 respondents i.e. 100% had passed standard 10. This may augur well for the introduction of media studies. Certainly the standard of education plays a major role for educators who have to dispense knowledge to the learners.

5.1.4 University Degree/Diploma:

Response	Frequency	%
Diploma	46	66
Degree	11	16
PTC	10	14
ABET	1	1
M+2 years training	2	3
Total	70	100

66% of the respondents had a teachers' diploma which was a three (3 to) four (4) year teacher training. This shows that most educators had teaching skills. 16% of the respondents had a university degree, which was an additional level to their educators' qualification. 14% and 3% of the respondents did not

have diplomas, however, they had been trained as educators. Qualified educators, i.e. educators who have been grounded in didactic methods, strategies and techniques stood a better chance of comprehending concepts used in media and outcomes-based education.

5.1.5 Post Rank:

Response	Frequency	%
Assistant teachers	63	90
Principals	3	4
HOD	4	6
Total	70	100

According to the foregoing table, 90% of the educators were assistant educators. 4% of the respondents were principals and 6% were heads of departments. 90%, therefore, was the percentage of educators who were at the classroom level, which meant that these educators who were directly faced with a responsibility of implementing outcomes-based approach and utilising media resource(s).

5.1.6 Class Enrolment:

Response	Frequency	%
20-39	9	14
40-49	29	41
50-59	8	26
60-69	7	10
70-79	1	1
80-89	4	6
90-99	1	1
100+	1	1
Total	70	100

The above table shows that most of the classes had 40-49 learners which was 41%. This was a large class. According to the Department of Education, an educator should have 40 learners in a class. There were very large classes with 80-89 (6%), 60-69 (10%), 70-79 (1%), which could hinder effective learning. Educator motivation to implement an outcomes-based education approach was inhibited by a high number of learners in class. There were also not enough media resources for all learners in a class i.e. not enough computers. An educator could not give enough guidance and support.

5.1.7 Class Enrolment According to Gender:

Response	Enrolment	%
Girls	1983	53
Boys	1726	47
Total	3609	100

According to the above table there were more girls (53%) than boys (47%).

5.2 School Profile

5.2.1 Type :

Response	Frequency	%
Urban	20	29
Rural	47	67
Peri-Urban	3	4
Total	70	100

The table shows that most of the respondents teach in rural schools, i.e. 67%. In most instances, rural schools are under-resourced. They lack equipment. Since most of the respondents (in this questionnaire) said that they teach in rural school, one would assume that there was a great need to focus greatly on rural areas when it came to introducing media resources. Urban schools were 29%.

5.2.2 Location of School

Response	Frequency	%
Public	25	36
Community	45	64
Private	0	0
Total	70	100

The above table shows that most of the schools were community schools (64%). Community schools were built by parents, due to parents not having money, they could not build extra classrooms that could be used as media centres, libraries, laboratories, etc. 36% of the respondents were from public schools. Due to government financial constraints also, most of public schools did not have media centres and media facilities.

5.2.3 Grades:

Response	Frequency	%
R-4	48	68
5-7	16	23
8-10	2	3
8-12	4	6
Total	70	100

According to the table 68% of the respondents taught at primary schools, where foundation learning could be done. This means that media could be introduced at a very early stage, i.e. learners could be able to use computers early. 23% were Senior Primary phase. At primary phase learners could capture media basic skills, especially those of a computer.

5.2.4 Number of Educators:

Response	Frequency	%
0-10	17	24
11-20	30	43
21-30	21	30
31-35	2	3
Total	70	100

Most schools where research was conducted had between 11-20 educators, which is 43%. Few schools had between 31-35 educators per school (i.e. 3% of the respondents). The question of staff complement per school has to be taken seriously as it may either have positive or negative effects in the introduction of media resources.

5.2.5 School Enrolment:

Response	Frequency	%
100-300	14	20
301-500	12	17
501-700	20	29
701-900	10	14
901-1200	8	11
1201-1800	6	9
Total	70	100

The table shows that most schools had 501-700 learners per school. Some schools had a large school enrolment i.e. 901-1200, (11%) and 1201 - 1800, (9%). Those large schools could not have enough learning resources that would be enough for all learners. This had some rippling effects on the introduction of media resources. The bigger the enrolment, the lesser the resources.

5.2.6 Ratio of Educator:Learner :

Response	Frequency	%
1:30 - 1:39	10	14
1:40 - 1:49	20	29
1:50 - 1:59	21	30
1:60 - 1:69	16	23
1:70 - 1:79	1	1
1:80 - 1:89	2	3
Total	70	100

The above table shows that most schools had a ratio of 1:50-1:59, 1:40-1:49 which were large numbers. The ratio should be 1:40. There were even 1:80 -1:89, 1:70-1:79, 1:60, which was impossible for the educator to teach effectively as well as for the learner to learn effectively. Class control becomes a problem because there is not enough space for an educator to move around in a class. Individual attention is not done properly.

5.3 Physical Facilities

Response	Frequency	%
Electricity	45	64
Library/media centre	17	24
Computer	10	14
Store Room	43	61
Radio	11	16
TV	10	14
Video	9	13

According to the above record, most schools had electricity (64%), therefore they could use computers, TV, video and radio. However, there was a very low percentage of schools that had TV's and computers. 24% of schools had libraries / media centres, which was a low percentage, this called for more libraries to be built. Most of the schools had store rooms (61%), media resources could then be supplied to schools because there was a place where they could be kept safely. The statistics showed that most schools did not have electronic media i.e. television, computers, that needs to be taken into account, since schools should have those media resources.

5.3.1 Number of Classrooms:

Response	Frequency	%
0-10	23	33
11-20	32	46
21-30	15	21
Total	70	100

This statistical record shows that 46% of schools had between 11-20 classrooms. With a high number of learners in each school, it would be difficult for a school to convert one class into a media centre. It is therefore abundantly clear that one of the factors that might inhibit the introduction of media education could be the shortage of space, especially when a school has few classrooms.

5.4 Type of Security

Response	Frequency	%
Locked doors	60	86
Strong room	26	37
Caretaker	37	53
Fence	40	57
Alarm	4	6
Other	7	10

86% of schools had doors which could be locked, 57% had a fence, 53% had a caretaker and 37% had a strong room. This showed that schools could be provided with expensive media resources like TV's and computers because there is security. Security is important because most schools had suffered from being victims of extensive theft.

5.5 Educator Media Related Training

5.5.1 Media Workshops Attended:

Response	Frequency	%
Yes	69	99
No	1	1
Total	70	100

A very high percentage i.e. 99% of educators attended media workshops. This laid the fertile ground for the implementation of media education because most schools were willing to send their educators to workshops.

5.5.2 Type of Workshops Attended:

Response	Frequency	%
Print	70	100
Radio	2	3
TV	2	3
Computer	1	1

100% of the respondents attended print media workshops, that means that most schools could make use of newspapers and magazines in their learning. 3% had attended radio and TV workshops. 1% attended a computer workshop. This showed that there should be more educator workshops on the use of electronic media resource(s). The fact that educators attended workshops on a variety of media, implied that schools were positively and progressively preparing themselves for outcomes-based education.

5.5.3 Training (by):

Response	Frequency	%
NGO	70	100
Department	2	3
Company	1	1

The table shows that NGO's had contributed 100% of teacher training. A very low percentage of educators attended departmental workshops. The education department should organise more educator workshops.

5.5.4 Duration of training:

Response	Frequency	%
1 day	0	0
2 days	1	1
3 days	0	0
week	7	10
other	62	89
Total	70	100

This record shows that 98% of educators attended workshops more than a week. In cases where educators attended less than a week, the feeling is that school discipline is affected when one or two educators are away. Sometimes in cases where schools have to pay, the management is not willing to foot the bill. However, those educators who attended a workshop for at least a week stood a better chance of comprehending the nitty gritty of using and operating certain media tools effectively.

5.5.5 Material Used During Training:

Response	Frequency	%
Yes	70	100
No	0	0
Total	70	100

According to this table 70 respondents, 100% use media material and equipment during training. Media material that was used was relevant to the classroom situation. Educators used the material that was accessible, and cheap. That material could be collected even by learners.

5.5.6 List of material used:

Response	Frequency	%
Radio	1	1
Print	70	100
Handouts	70	100

The above statistics show that 100% of the respondents received print media (newspapers and magazines) and handouts. 1% received the radio and print, no educators mentioned that they used TV and computer which means that schools need to be equipped with means of using these electronic media.

5.5.7 Material Used in the Classroom:

Response	Frequency	%
Yes	70	100
No	0	0
Total	70	100

The foregoing table shows, that all 70 respondents, 100% used the material in their classes that they received from workshops. One could then assume that the important thing would be a follow up, appraisal and assessment on how the material was used.

5.5.8 Equipment and Material that was Useful:

Response	Frequency	%
Yes	70	100
No	0	0
Total	70	100

According to the table 70 respondents (i.e. 100%) used those materials and equipment, and found them useful. They were able to achieve the outcome for that particular lesson. The material which served as learning aids kept learners active and fully participating.

5.5.9 Most Useful Equipment and Material:

Response	Frequency	%
Yes	70	100
No	0	0
Total	70	100

The above table shows that 100% of the respondents found the equipment and material most useful. Educators were able to achieve outcomes that were set.

5.5.10 Availability of a Special Room or Part of the Classroom for Media Work:

Response	Frequency	%
Yes	30	43
No	40	57
Total	70	100

According to the table, 57% of the respondents did not have a special room or part of the classroom for media work, however, 43% had a special room or part of the classroom for media work. It is therefore vital that educators are encouraged to have at least part of the classroom used to store media material and equipment where learners can even do extra tasks.

5.6 Learning

5.6.1 Significant Changes Made in the Classroom:

Response	Frequency	%
Grouping	54	77
Assessment	2	3
Problem Solving	13	19
Communication	9	13
Classroom arrangement	18	26
Active learning	27	39

The above statistics show that grouping had made a significant change. Learners had become more active. 26% of educators changed the desks arrangement in their classrooms, from rows to groups. Learners had an opportunity to communicate easily as they solved problems. Assessment, which is 3% showed that it remained one of the major-stumbling blocks for educators. It needed special attention, educators had a problem with the new method of assessing their learners. Besides a good or positive response on grouping, more attention still needed to be paid on problem-solving, communication, active learning and classroom arrangement.

5.6.2 Educator-Learner Relationship:

Response	Frequency	%
learner-centred	65	92
dialogue	4	7
teacher-centred	1	1
Total	70	100

92% of the respondents said that learning was learner-centred, learners were actively involved in the activity for most of the lesson. 1% of the respondents used a teacher-centred approach where learners would sit in rows, and a teacher did the talking while learners sat passively, listening. 7% of the respondents used a dialogic method where there was communication/interaction between educators and learners. This educator-learner relationship, which is dialogic augurs well for outcomes-based education. OBE emphasises activity and critical thinking.

5.6.3 Learners' Involvement in the Activity:

Response	Frequency	%
active	59	84
passive	1	1
group work	57	81
solve problems	41	59

According to the table, most of the learners (i.e. 84%) were kept actively involved, fully participating in the activity, worked in groups (81%), and solved problems (59%). 1% shows that a few number of learners were still involved in activities where they became passive recipients. OBE favours action and this should be encouraged.

5.6.4 Grouping of Learners:

Response	Frequency	%
gender	1	1
mixed abilities	70	100
level of ability	3	4
age	2	3

The above table shows that 100% of learners were grouped in mixed abilities, so that brighter learners could help others. 4% of learners were grouped according to their levels of ability to challenge each other. 3% of the learners were grouped according to their age. This enabled the educator to assess the work that could be mostly done effectively by learners of a particular age group. 1% of learners were grouped according to gender, so that learners of the same sex could discuss things that pertained to their sex, or games that were most relevant to their sex, e.g. soccer (boys) or netball (girls).

5.6.5 How Group Work Help Learners:

Response	Frequency	%
share ideas	63	90
help each other	50	71
be responsible	42	60
understand each other	41	59

According to the table, 90% of the respondents, said that learners were able to share ideas. They discussed in their groups. 71% said that learners were able to help one another in the activity. Life skills were also developed. 60% of the learners developed a sense of responsibility. 59% were able to understand one another, i.e. they learned to be tolerant and accepted one another.

5.6.6 Support From School Management:

Response	Frequency	%
Yes	58	83
No	12	17
Total	70	100

The table shows that 83% of the respondents received support from the school management, and particularly from the principal. That showed that management was willing to assist educators to adopt some progressive ways of teaching. However, 17% of the

respondents did not get any support from the school management which made both teaching and learning difficult.

5.6.7 Kind of Support Received:

Response	Frequency	%
learning material	44	63
workshops	36	51

63% of the respondents said that the school management supported by providing learning material e.g. brought magazines, and paid for workshops that an educator attended.

5.6.8 Support from Parents:

Response	Frequency	%
Yes	33	47
No	37	53
Total	70	100

According to the table, 53% of the respondents did not get support from parents, this may be due to illiteracy, poor home-school relationship, and work on the part of the parent. 47% however, had good home-school relationship. One could say that home-school relationship is of cardinal importance in the introduction of OBE in schools.

5.6.9 Kind of Support Received:

Response	Frequency	%
Material	15	21
Homework	21	30

According to the table, 30% of the respondents had parents helping their children with homework, educators could thus give learners extra work to be done at home. 21% got learning materials from parents, and this increased the number of learning aids.

5.7 Media Resources and OBE

5.7.1 Should Media resources be included in the new curriculum as leaning aids:

Response	Frequency	%
Yes	70	100
No	0	0
Total	70	100

The above table shows that all 70 of the respondents (100%) were of the idea that media resources should be included in the new curriculum as learning aids.

5.7.2 Why, Yes?

	Frequency	%
For technological skills	10	13
Communication	13	19
Fun/Interest aroused	6	9
Affordable (print)	6	9
Bring real world into the classroom	6	9
Effective learning	29	41
Total	70	100

41% of the respondents said that media was essential for effective learning. 19% of the respondents were of the idea that it promoted communication. 9% said that learners enjoyed the lessons and learning became interesting. (13%) of the respondents said that TV's , computers, radios helped to develop technological skills, thus preparing learners for the future. 9% supported the idea of using media in the classroom because media resources brought the real world into the classroom e.g. news, internet etc.

5.7.3 Why not?

	Frequency	%
	0	0

No respondent said that media resources should not be used as a learning aid in the new curriculum. Therefore, educators supported the idea of implementing media resources in learning.

5.7.4 Achievement of Outcomes:

Response	Frequency	%
Easy	59	84
Different	11	16
Total	70	100

According to the statistics, 84% of the respondents found the achievement of outcomes easy, however, 16% still found it difficult to achieve outcomes.

5.7.5 What is Most Difficult about OBE?

Response	Frequency	%
Lack of learning / Teaching resources	35	50
Teaching resources / Lack of training	53	76
Large classes	11	16

76% of the respondents said that there was a lack of teacher training. Educators could not implement new OBE methods confidently without training. Learning was ineffective without a resource, 50% needed learning and teaching resources e.g.

learner's books, stationery, educator guides etc. 16% had a problem of large classes which made the application of new OBE methods difficult. That also raised a problem where media resources were inadequate to be used by learners.

5.7.6 Support Specifically for OBE:

Response	Frequency	%
Yes	15	21
No	55	79
Total	70	100

According to the table, 79% of educators did not receive support specifically for OBE, whilst 21% received OBE support. There is therefore a dire need to intensify a campaign on the use of media to effect OBE activities.

5.7.7 Kind of Support:

Response	Frequency	%
Teaching aids	14	20
Workshops	29	41

41% of the respondents attended OBE workshops and 20% got teaching aids, which helped them to use OBE methods and to develop OBE activities.

5.8 Language Utilised During Media/OBE Activities

5.8.1 Medium of Instruction:

Response	Frequency	%
IsiZulu	25	36
English	60	86
Afrikaans	1	1
Other	0	0

According to the table, 86 % of schools used English as a medium of instruction. This would make it easy to understand computer commands, and to use a variety of newspapers and magazines in both first and second languages. 36% of the respondents used IsiZulu as a medium of instruction. Media resources could still be used e.g. radio, newspaper, magazines and video. 1% of the respondents used Afrikaans as a medium of instruction, which was also not a problem when the school used media resources.

5.8.2 Dominant home language for learners:

Response	Frequency	%
IsiZulu	69	99
Sotho	1	1
Total	70	100

The above table shows that IsiZulu (99%) was a dominant home language for learners. The majority of learners used their vernacular language to interact with each other. 1% used Sotho as a home language. Most of the media resources which were written in IsiZulu were the most popular ones.

5.8.3 Other home languages that are used by learners:

Response	Frequency	%
Xhosa	5	7
Sotho	2	3
Siswati	3	4
Lingua Franca	1	1
Thongo	1	1

According to the table, learners could use more than one language, 7% of the learners could speak Xhosa, 3% Sotho, 4% Siswati, 1% Lingua Franca and 1% Thongo. This could allow for media resources in other languages. It helps other learners to learn more languages as South Africa is a multi-lingual and multi-ethnic country.

5.9 EVALUATION OF DATA ACQUIRED THROUGH THE USE OF THE QUESTIONNAIRE.

This study looked into “Media as resource in Outcomes Based Education”. Through responses that were received, the researcher found that media is an important learning resource. It helped learners to interact with the outside world. Media serves as an effective educational tool, especially in the implementation of OBE. In this chapter tables 5.5, 5.5.2, 5.5.6, 5.5.7, 5.5.8, 5.6.1, 5.6.2, 5.7., 5.7.2., 5.7.4., played a role in confirming the stated hypothesis.

The current researcher is involved in educator-training, on how to use media resources in the classroom, and how to implement an OBE approach. Some media projects have succeeded in introducing new methods and material with the project schools. Educators were able to apply the material. These projects have also succeeded in avoiding certain problems that educators encounter e.g. project concepts that are too abstract and simple unworkable in the classroom, not flexible time table. However, we could not say that those educators need not attend more workshops. They should attend other workshops in order to be kept updated and to be aware of the changes that take place in education.

5.10 CONCLUSION

In this chapter, the researcher focused on the analysis of data collected through questionnaires. Open questions were used to encourage respondents to expand on comments and offer opinions about the use of media resources, and the introduction of the OBE approach in the curriculum. Questionnaires were distributed to principals, heads of departments and educators, especially those from schools which had begun implementing the OBE approach.

In chapter four, the researcher tried to show that all four researched media could be used effectively in the classroom. This chapter further shows that learning can be either learner-centred or teacher-centred. It also proves that active learning is possible, where learners are all actively involved in the lesson. The OBE approach could be effected achieve through the inclusion of the mentioned method i.e. which is learner- centredness.

The next chapter will focus on findings recommendations and the need for further study.

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CHAPTER SIX

FINDINGS, RECOMMENDATIONS, AND CONCLUSION

6.1 FURTHER STATEMENT OF THE PROGRAMME OF STUDY

CHAPTER ONE

Chapter one dealt with the general introduction and orientation to the problem. Motivation to the study for the need of the research was stated, the statement of the problem was also stated, aims of the study were given. A hypothesis was given and explained. Terms used in the study were defined. A proposed method of research was given and a breakdown of chapters was tabled too.

CHAPTER TWO

Chapter two dealt with some theoretical background on media in education and its relevance to OBE. The philosophical views and theories on the role of media were discussed. Schools of thoughts like pragmatism, progressivism and constructionism were

discussed, focusing on their opinions on the role of media in schooling. The critical role of media a teacher was discussed.

Lastly, the researcher looked at the role of media where learning is child-centred.

CHAPTER THREE

Chapter three discussed some forms of media and relevance to outcomes-based education (OBE). Newspapers, radio, television and computer were discussed. The role of each kind of media was discussed. Teaching and learning methods of using media resources were discussed, and were simplified into steps. The researcher wanted to show how these media resources could be employed practically.

CHAPTER FOUR

In chapter four, the researcher discussed the research design and method of research used. Research tools that were used were discussed, i.e. questionnaires. The respondents were principals,

heads of departments and assistant educators, who were drawn from Empangeni and Ulundi Regions.

CHAPTER FIVE

Chapter five was based on the analysis of data collected. Seventy respondents returned questionnaires, and data was interpreted. Simple random sampling was used. A computer was used to analyse data, and responses were interpreted accordingly.

CHAPTER SIX

Chapter six dealt with the research findings, recommendations and summary of all chapters in this study. A need for further research in the study was suggested.

6.2 SUMMARY OF FINDINGS

The results that were gathered through questionnaires showed that media resources are of great necessity in schools, particularly for blacks.

The researcher found that educators wanted to include media resources in their teaching. It was found that most teachers (100%) attended print media (newspapers and magazine) workshops. Those that attended workshops received material (newspapers and magazines), used these creatively in the classroom. According to the respondents, all of them used material that they received. This showed the willingness of educators to change from traditional methods where learners are passive to a progressive method which stresses learner involvement. This resource served as a vehicle for innovative educational and educator development. Further, there is no doubt that it is used by trained educators, and that it results in improved pupil performance.

The researcher found that very few schools have all forms of media resources. Although some schools have electricity and media centre, they do not have computers, radios and television. However, if one looks to future curriculum development, these types of media resources would be of utmost importance, and each and every school would do well by getting them

It was found that group work was popular. Grouping was the primary focus for classroom activity. Group work that encourages

active learning occurs when learning is learner-centred. Learner-centred approach was also popular. Learner-centred approach and active learning are seen as central to supporting OBE and curriculum 2005 in which an educator is seen as a facilitator who helps and guides learners to teach themselves. Where the educator is a facilitator, learning is learner-centred and learners help each other (i.e. the learner and the educator). Conversely, only 1% of the respondents say that they applied teacher-centred approach in their teaching.

For group work to be entirely effective, the educator needs to present a specific set of highly structured tasks to each group, and provide sufficient learning material for all of them. One major problem that the researcher identified, is that of large classes and imbalance of the teacher- learner ratio. The department seems to have a theoretical mean educator-learner ratio (which is 1:40). Teaching and learning becomes impossible where there is overcrowding in a class. The application of an OBE approach with its grouping method is not easily applicable. Classes become small and there is hardly a space to arrange desks for group work. The department as well as people who support education by supplying resources like computers could not supply 60 computers for each class. This backlog in the supply of important facilities

like the computer proved that schools were not keeping pace with the 'Computer or information technology age.' Patently, some strategies will have to be devised by NGO's, the private sector, the public schools and the government to ensure the supply of media resources.

6.3 RECOMMENDATIONS

- * There should be more educator training workshops to equip educators with new OBE methods of teaching. Educators should be equipped on how to use media resources effectively in the classroom. More seminars, workshops, conferences and symposia must be held to ensure all stakeholders in education.
- * Schools should be supplied with all kinds of media resources, i.e. print, computer, television and radio. This, of course has far-reaching implications for finance.
- * Media centres should be built for each school. If that is impossible due to financial constraints, a class may be converted into a media centre.

- * Where group work method is impossible due to large classes, pair work could be used. A learner could work with another learner sitting next to her or him. It is also recommended that group work should be more suited to application or practice of knowledge already learned than to learning of entirely new concepts.
- * There should be sufficient learning material for all learners. This would encourage active learning and full participation by all learners. It should be noted that for print media, newspapers, and especially magazines, relevant pictures and stories are essential for learners. More extensive arrangements could also be made to supply multiple copies of old newspapers to schools. The implementation of OBE and the utilisation of media resources should be coupled with motivating learners to read extensively.
- * Pair work should be encouraged where learners develop co-operative skills.
- * Individual method should also be encouraged. This will enhance skills like decision making, and learners will learn to make their own choices.

- * Parents should be invited to come to school. They should be informed about changes in education. They could help by providing other media resources, e.g. newspapers. Also, with the introduction of the new curriculum, more support from parents e.g. help with homework, collecting learning material and so forth, is of paramount importance.
- * It is very likely that some school management support educators, however, there were some schools where principals did not support teachers. It is thus recommended that school management support educators in the school through buying learning and teaching material.
- * Partnership with media people should be encouraged, so that schools can get media equipment and material. Schools can for instance pay a monthly or a quarterly premium to or with certain companies for newspapers. In this manner, newspapers could be delivered regularly at schools.
- * Where media resources are used, the emphasis should fall on encouraging some thinking skills.

For competency-based learning , the implementation of critical outcomes and the introduction of a teacher-learner partnership style of learning, all schools should be assisted in the use of media. This necessitates a need for more vigorous collaboration with the private sector, non-governmental organisations and media centres.

6.4 THE NEED FOR FURTHER RESEARCH

The researcher would like to add that there is a need for further research in the field. With the introduction of the new curriculum, inclusion of media as resource in learning , there is a need for further research. This will help to equip educators with facilitation skills that will assist both the educator and the learner to achieve outcomes. This will also enable the educator to become more of a facilitator and be confident. There is a dire need for the private sector, NGO'S, schools and government to collaborate and initiate applied research on the role of media and outcomes-based education.

Further research in this subject will shed more light, and a wider field will be covered. The researcher also feels that further study

should cover other regions in South Africa, as well as all racial groups.

6.5 CONCLUSION

The researcher focused on "Media as resource in outcomes-based education class". Chapter one stated the problem and terms were defined. In chapter two some theoretical background on media education, and the philosophical views and some schools of thoughts on the role of media in schooling were discussed. Chapter three gave some forms of media resources and their relevance to OBE. In chapter four the researcher dealt with research design and methods of research. In chapter five, the researcher gave the tabling, analysis and interpretation of data collected. In chapter six the researcher discussed the research findings, recommendations, need for further research in the study and conclusion.

Research conducted on the use of media as resource in outcomes-based education class, is believed, will contribute toward changes that take place in the new education system. Further research and studies in this subject are therefore suggested,

especially those concentrating on the philosophical approach. Philosophical views and theories should be established, which link to the new curriculum and media resources that are included in the working curriculum.

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: Total _____

5.2 SCHOOL PROFILE

Name of institution : _____

5.2.1 Type :

Urban 1Rural 2Peri-urban 3

5.2.2 Location of school :

Public 1Community 2Private 3

5.2.3 Grades :

R to 3/4 15 to 7 28 to 10 38 to 12 4

5.2.4 Number of educators : _____

5.2.5 School enrolment : _____

5.2.6 Educator-Learner Ratio : _____

5.3 PHYSICAL FACILITIES

Does the institution have :

- | | | |
|------------------------|--------------------------|---|
| electricity | <input type="checkbox"/> | 1 |
| library / media centre | <input type="checkbox"/> | 2 |
| computer | <input type="checkbox"/> | 3 |
| store room | <input type="checkbox"/> | 4 |
| radio | <input type="checkbox"/> | 5 |
| television | <input type="checkbox"/> | 6 |
| video | <input type="checkbox"/> | 7 |

5.3.1 Number of classrooms : _____

5.4 TYPE OF SECURITY

Does the institution have :

- | | | |
|--------------|--------------------------|--------------------|
| locked doors | <input type="checkbox"/> | 1 |
| strong room | <input type="checkbox"/> | 2 |
| caretaker | <input type="checkbox"/> | 3 |
| fence | <input type="checkbox"/> | 4 |
| alarm system | <input type="checkbox"/> | 5 |
| other | <input type="checkbox"/> | 6 (please specify) |
-

5.5 EDUCATOR MEDIA RELATED TRAINING

5.5.1 Have you attended any print (magazine/newspaper), radio, computer, television workshops?

Yes _____

No _____

5.5.2 If yes, which one have you attended?

- | | | |
|------------------|--------------------------|---|
| print | <input type="checkbox"/> | 1 |
| radio | <input type="checkbox"/> | 2 |
| television | <input type="checkbox"/> | 3 |
| computer | <input type="checkbox"/> | 4 |
| All of the above | <input type="checkbox"/> | 5 |

5.5.3 Who offered the training? (e.g. NGO, Department, Company, other)

- | | | |
|------------|--------------------------|---|
| NGO | <input type="checkbox"/> | 1 |
| Department | <input type="checkbox"/> | 2 |
| Company | <input type="checkbox"/> | 3 |
| Other | <input type="checkbox"/> | 4 |

5.5.4 How long was the training?

- | | | |
|--------|--------------------------|---|
| 1 day | <input type="checkbox"/> | 1 |
| 2 days | <input type="checkbox"/> | 2 |

3 days	<input type="checkbox"/>	3
week	<input type="checkbox"/>	4
Other	<input type="checkbox"/>	5 (please specify)

5.5.5 Any material or equipment used during training?

Yes _____

No _____

5.5.6 If yes, list the material or equipment used

5.5.7 Did you use any of the above material in the classroom?

Yes _____

No _____

5.5.8 Did you find the equipment and material useful?

Yes _____

No _____

5.5.9 If yes, which were the most useful?

5.5.10 After training, did you have any specialist room or part of the classroom for media work ?

Yes _____

No _____

5.6 LEARNING

5.6.1 What are the 3 most significant changes you made in your classroom?

5.6.2 How would you refer to the educator-learner relationship in your lesson?

learner-centred

1

dialogue

2

teacher-centred

3

5.6.3 How is learner's involvement in the activity?

active participation

1

passive (does not participate)

2

able to work in a group

3

able to solve problems

4

5.6.4 How do you group your learners?

- | | | |
|---------------------------|--------------------------|---|
| gender i.e. boys or girls | <input type="checkbox"/> | 1 |
| mixed abilities | <input type="checkbox"/> | 2 |
| level of ability | <input type="checkbox"/> | 3 |
| age | <input type="checkbox"/> | 4 |

5.6.5 Group work helps learners to:

- | | | |
|-----------------------|--------------------------|---|
| share ideas | <input type="checkbox"/> | 1 |
| help each other | <input type="checkbox"/> | 2 |
| be responsible | <input type="checkbox"/> | 3 |
| understand each other | <input type="checkbox"/> | 4 |

5.6.6 Do you receive any support from your school management?

Yes _____ No _____

5.6.7 If yes, what kind of support?

5.6.8 Do you receive any support from the parents?

Yes _____ No _____

5.6.9 If yes, what kind of support?

5.7 MEDIA RESOURCES AND OUTCOMES BASED EDUCATION (OBE)

5.7.1 Do you think that print media, radio, television, computer should be included in the new curriculum as learning aids?

Yes _____

No _____

5.7.2 If yes, why?

5.7.3 If no, why?

5.7.4 When you are using media resources, how do you find achieving outcomes?

Easy _____

Difficult _____

5.7.5 What do you find most difficult about OBE?

5.7.6 Do you receive any support specifically for OBE?

Yes _____

No _____

5.7.7 If yes, what kind of support do you receive?

8. LANGUAGE

5.8.1 What is the medium of instruction?

- | | | |
|------------------------|--------------------------|---|
| IsiZulu | <input type="checkbox"/> | 1 |
| English | <input type="checkbox"/> | 2 |
| Afrikaans | <input type="checkbox"/> | 3 |
| Other (please specify) | <input type="checkbox"/> | 4 |

5.8.2 What is the dominant home language for learners?

5.8.3 Write other home languages that are used by learners?
